

6-2012

Staff Retention in Small Non-Profit Organizations

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STAFF RETENTION
IN SMALL NON-PROFIT ORGANIZATIONS

MICHELLE A. REDDING

Submitted in partial fulfillment of the
requirement for the degree of
Master of Arts in Leadership

AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

2012

MASTER OF ARTS IN LEADERSHIP
AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

CERTIFICATE OF APPROVAL

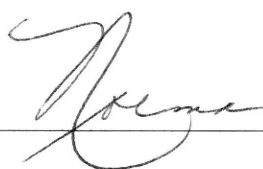

This is to certify that the Action Research Project of

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has been approved for the Action Research Final Project requirement for the Master of
Arts in Leadership degree

Date Action Research Project Completed

June 2012

 
Adviser

ABSTRACT

STAFF RETENTION
IN SMALL NON-PROFIT ORGANIZATIONS

MICHELLE A. REDDING

MAY 20, 2012

_____ Action Research Project

This study is an exploratory analysis of employee perceptions affecting staff recruitment, staff retention and job satisfaction in the small, human service non-profit organization. The study uses a human resource framework to address staff retention and provides conceptual guidance for advancing understanding about staff retention in the non-profit human services sector. The statistical findings are, however, inconclusive without further rigorous examination. A three category typology based on job recruitment factors, job retention factors, and job satisfaction is initially presented to define the strategies. Select dimensions of both intrinsic and extrinsic factors are explored in the recruitment stage of employee decision-making and compared and contrasted in the retention stage of employee decision-making as it relates to the employees' current employer. In addition, several factors of employee job satisfaction are also explored. Based on relevant literature and an original employee survey that was administered to two small non-profit organizations, the study offers a beginning framework for small non-profit organizations to consider in successful staff retention.

Acknowledgements

This research paper resulted from three years of dedicated studies to achieve a Master's Degree in Leadership from Augsburg College. First, I would like to thank the faculty, staff, and fellow students of Augsburg College for providing the foundation to expand my leadership knowledge. This program enlightened my leadership perspective through theory, reflection, discussion, and application. It also reinforced much of the practical knowledge I had gained through experience over the years and strengthened my confidence in my own abilities.

I would also like to thank my husband, Alan, and children: Ana, Alex, and Jake who sacrificed much over the past three years while I attended class, studied, and produced a multitude of papers. Their support and perseverance has meant more than words can express.

Finally, while I have had many good professors, I would like to thank in particular, Norma Noonan, Velma Lashbrook, John Schmit, and Dan Hanson for their exceptional instruction. Norma has continued to hold me to a higher standard, and I respect and appreciate her depth of knowledge and the experience she brings to the leadership program. Velma has provided me with key insight and self awareness that I had not previously recognized. John provided me with unwavering support and encouragement as I was entering the program, yet unsure of my abilities after being out of school for 20 years. Finally, Dan has acted as a beacon of light for those of us whose focus on all things relational sometimes has us wondering whether we belong in the world of work. Thank you all for your commitment to the individual student experience at Augsburg College. Your leadership will not be forgotten.

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INTRODUCTION

It is well known that non-profit organizations are complex and stressful workplaces that present challenges for employees to perform their duties while sustaining morale and organizational commitment (Ban, Drahnak-Faller, & Towers, 2003). In the small non-profit organization, some of those challenges are exacerbated by staff duties spread over a greater area of responsibility. For example, it is not uncommon for the executive director to be writing grants, the office manager to be in charge of both accounting and gift receipting, and the development manager to be managing and implementing direct mail solicitations, donor cultivation events, marketing and communications. In addition, some of the basic departments or functions that one might come to expect in a workplace may be missing or inadequate. The staffing of human resource management is often one such area. The task of human resource management in the small non-profit organization generally falls to both the executive director and the office manager, both of whom have many other responsibilities and duties.

I became interested in researching this topic since I am employed by a small non-profit human services organization in a medium-size city in the Midwest. I have been surprised by the volume of staff turnover in the organization's 21-year history. I believe that staff turnover has contributed to the weakness of the organization's overall development and capacity to serve. Understanding the special constraints of resource deployment in the small non-profit organization, I wanted to delve into the challenge of staff retention and investigate what factors may contribute positively to enhancing staff retention. The questions driving my research are as follows: 1). What are the factors that

matter to people during recruitment—those variables which influence applicants in their decision to take a job in the first place? 2). What are the factors that matter for retention—those variables which influence employees' decision now on whether to continue working at their current employer? 3). What are the factors that matter to employees with regard to daily job satisfaction? Are there other dimensions to staff retention which have a direct bearing on employee job satisfaction and merit further study? I will compare and contrast the data and attempt to determine whether the factors that were important to applicants in the hiring process remain the important factors once applicants become employees.

Much of the available literature focuses on the differences between for-profit workers and non-profit workers (Lanfranchi, Narcy, & Larguem, 2010; Lanfranchi, Narcy, & Larguem, 2009; Leete, 2000, Frey, 1997, Wittmer, 1991). This literature suggests that non-profit workers are much less inclined to be motivated or incentivized by extrinsic factors such as compensation (Lanfranchi et al., 2010; Benz, 2005). Extrinsic factors are defined as external rewards that a person receives in exchange for his or her work while intrinsic factors are those factors that the worker experiences during the work experience (Gellerman, 1968). Extrinsic factors or external rewards are those which are designed to motivate employees through external means or a carrot and stick approach such as compensation, work arrangements, work environment, and job security (Frey, 1997). Intrinsic rewards include such factors as continuing learning, mastering skills, feeling valued or respected, and achieving certain outcomes (Benware & Deci, 1984). My focus is the examination of the comparison of select extrinsic and intrinsic factors among employees within the non-profit sector. If staff retention is a problem within the non-

profit sector, then why would employees leave one non-profit job for another? My hypothesis is that if more attention is paid to key areas of human resource management, including a combination of both extrinsic and intrinsic variables, the employee will feel valued and this will result in greater staff retention. Therefore, this research will seek to uncover key areas where non-profit organizations can begin to focus their limited resources for the purposes of staff retention.

This paper uses a human resource framework to address staff retention in the small non-profit organization. I have chosen this framework because staff recruitment, staff retention and job satisfaction are all integral components to the human resource functioning of a non-profit organization. Indeed, it has been documented that the human resource component is the most important resource an organization has at its disposal, the organization's overall performance and continuing development greatly depend upon it (Collins & Porras, 1994; Drucker, 1990). Many believe that a sure way to organizational success is through investing in employees and responding to their needs (Bolman, 2008; Lawler, 1996; Collins & Porras, 1994). I believe that uncovering the factors which are most valued by employees will ultimately result in informing non-profit leaders and professionals how to help retain their employees and ultimately advance the performance of their organizations.

I will also examine aspects of Kouzes and Posner's transformational leadership work to help determine whether their findings may be applicable to developing human resource strategies that can be employed to help small non-profit organizations positively and proactively respond to staff turnover.

METHODOLOGY

I began my study by reviewing the literature available on non-profit management and its complexities, particularly as it relates to personnel challenges. I then explored human resource management with an attempt to uncover many of the factors that are widely recognized as best practices in employee retention. I attempted to apply relevant literature melding the special challenges and opportunities of small non-profit organizations with the best practices of human resource management. I also examined Kouzes and Posner's transformational leadership theory to determine whether their findings might apply to staff retention. Finally, I conducted original research to uncover select factors related to employee recruitment, employee retention, and job satisfaction in two small non-profit human service organizations.

The literature on non-profit organizations and known human resource management tools for staff recruitment and retention points to largely intrinsic motivators for both staff recruitment and retention. Because I did not see research on mixing extrinsic and intrinsic motivators in the literature, I will set out to test whether there is a combination of extrinsic and intrinsic motivators that matter to employees at the point of recruitment or retention. My research will also set out to determine whether the list of motivating factors change from the point of recruitment to the point of retention. This research should help to broaden and further the knowledge of non-profit employee motivators as they relate to staff recruitment and retention.

This project is an applied research study conducted at my current place of employment where I have been employed for approximately one year. The employer is a small, human services non-profit organization that employs fewer than 15 people and has

an annual operating budget of less than \$3 million. I will study this organization and one additional organization. I have chosen the second organization to add to the study because it is of similar size, age, scope of work, and geographic proximity and so lends itself well to looking at common staff retention issues.

I created an original survey that was sent through e-mail to the staff of two small human service non-profit organizations in a medium-size city in the Midwest. The survey was divided into three sections: Recruitment, Retention, and Job Satisfaction. Job Satisfaction was added to my survey because job satisfaction is an evaluative judgment that influences attitudes on the job about the degree of pleasure an employee derives from his or her job (Edwards, Bell, Arthur, & Decuir, 2008). Social cognitive theorists predict that attitudes toward the job, such as job satisfaction, should influence behaviors on the job (Fishbein & Ajzen, 1975). While behaviors on the job may be different from whether an employee ultimately decides to stay or leave his or her job, one might surmise that job satisfaction is another useful and related determinant.

The survey design included 34 questions asking respondents to rate the importance on a scale of 1 to 7, from least important to most important, of a particular factor relevant to staff recruitment, staff retention or job satisfaction. An 8 rating was a possible choice for questions respondents deemed not applicable. A few questions were open-ended and two demographics questions were asked including: number of years of professional experience relative to their current employment and to which organization, A or B, they were employed. A total of 22 possible subjects were sent the surveys and 19 of them were returned within two weeks with one reminder, accounting for an 86 percent response rate. An electronic survey tool delivered the results to me anonymously.

LITERATURE REVIEW

People decisions are the ultimate—perhaps the only—control of an organization. People determine the performance capacity...No organization can do better than the people it has, (Drucker, 1990, pp. 145).

In conducting this examination of staff retention in the small non-profit organization, I have three fundamental purposes in mind: (a) to review what has been learned about the nature and complexity of non-profit organizations as it relates to human resources; (b) to review the field of human resource management for best practices as it relates to staff retention; and (c) to review literature about staff retention in non-profit organizations to determine whether there are special challenges and opportunities that small non-profit organizations have at their disposal with regard to staff retention.

I began my study with a review of the literature in the areas of non-profit management, human resource management, and staff retention. I used the literature review and the results of my survey to develop the typology of three human resource management strategies.

The Non-profit Sector

Non-profit organizations represent a growing sector of the U.S. economy. Numbering only 12,500 in 1940 and 50,000 in 1950, by 1967 there were 309,000 secular, non-profit organizations; by 1977 there were 790,000 and by 1990, just under one million—an eighty-fold increase in forty years (Herman, 1994). By contrast, the number of for-profit business corporations during the same period rose from 473,000 to

3,000,000—a seven-fold increase, (Herman, 1994). Today, at the end of the first decade of the twenty-first century, the secular, charitable tax-exempt organizations number well over a million agencies and account for 5% of gross domestic product (GDP), 8% of wages and salaries, and 10% of employment (Wing, Pollak, Blackwood, & Lampkin, 2008). If one includes faith-based organizations, that number rises to over 1.5 million charitable organizations accounting for \$1.4 trillion in annual revenue, contributing \$666 billion to the U.S. economy, and accounting for roughly 11 to 12 percent of the nation's gross domestic product as recorded in 2007 (Heyman, 2011). Taken together, non-profits also contribute significantly to salaries in the U.S. economy. In 2006, non-profit wages and salaries totaled \$489.4 billion—8.11% of all salaries and wages paid in the United States (Heyman, 2011). Drucker (1990) believes that we now realize that the work of nonprofit organizations is central to the quality of life in America, carrying out the values of American society and the American tradition.

Non-profit organizations exist to address some of society's largest social problems; hunger, homelessness, violence, mental illness, poverty, and substance abuse comprise but a few of the complex arenas where non-profits work and from which they derive their mission (Packard, 2009). Non-profit organizations perform work that is different from either business or government. Its product is neither a product nor a regulation. Its product is a changed human being and, therefore, the work of non-profit organizations is like that of change-agents (Drucker, 1990). But non-profit organizations do not perform their work in isolation. They have many partners. Government funding, in the form of contracts, has long been a source of revenue for non-profits in the United States. There is mutual benefit for both parties precisely because it is a partnership.

Government provides a certain amount of funding and non-profits provide the services, often filling the gap between government and the private sector (Herman, 1994). Yet government funding is but one stream of revenue for non-profit organizations. Most non-profit organizations are funded by multiple income streams including government contracts, revenue from for-profit corporations, private foundations, and individual donors (Oster, 1995). Each stakeholder has its share of interests and concerns including program development or enhancement, efficiency, public recognition, appreciation, and market exposure (Oster, 1995). Often those working within a non-profit organization can feel these sometimes competing interests, especially where particular contracts with a focus on short-term performance, can put pressure on the organization's infrastructure, demanding that the non-profit demonstrate successful outcomes and careful accountability. (Packard, 2009). The non-profit organization must continuously demonstrate its value and performance while paying close attention to its use of resources. Taken together, the nature of the mission of non-profit organizations and the often competing interests of their stakeholders makes management of non-profit organizations a complex undertaking.

One model for examining the management of a non-profit organization and its particular challenges is by looking at where the non-profit organization is in its life cycle. The life-cycle model provides a way to understand how non-profit organizations develop and change over time regardless of the organization's mission and programs (Stevens, 2002). Management of a non-profit organization is affected by where the non-profit organization is in its own development and maturity as an organization (Connelly, 2006). The life cycles approach helps to explain why some non-profit organizations "ultimately

emerge as effective and sustainable while others do not survive beyond initial start-up efforts” (Norris-Tirrell, 2011, p. 585).

Stage 1 is the Idea and Exploration stage of a non-profit where individuals or groups are coming together, either informally or formally, to discuss the potential role of a new non-profit organization (Norris-Tirrell, 2011). Time and energy is spent gathering information, brainstorming and developing initial interest among a broader group of supporters (Block, 2003). Stage 2 is the Start-up and Formation stage where a decision has been made to start a new organization and the organizers form a founding board of directors to create the initial mission and purpose (Connelly, 2006). The formation stage focuses on the creation and approval of the organization’s operational structure for governance and decision-making, builds initial goals and begins implementation (Block, 2003).

Relevant to the small non-profit organization is the likelihood that the organization is in the midst of Stage 3, the Growth and Formalization stage, one of the “most difficult stages filled with frustration and unrealized opportunity as the organization appears to be inefficient in rehashing priorities and processes,” (Norris-Tirrell, 2011, p. 587). At this stage, Norris-Tirrell (2011) compares the organization to an adolescent testing boundaries and struggling to identify what he or she will be when she grows up. Here, the non-profit organization is testing its vision, mission and priorities; if the struggle is not used to advance the organization, failure and even dissolution of the organization can result (Block, 2003). During this stage of an organization’s development, Connelly (2006) points out that demand for services and/or resources often exceeds capacity. Those working in this environment can likely experience, either

directly or indirectly, the tension and conflict from the resource imbalance “requiring individuals who possess the skills to mediate this environment and the temperament to tolerate changing emotions and priorities,” (Norris-Tirrell, 2011, p. 587). Organizations which successfully navigate this difficult stage will establish clear priorities and implement operating structures and systems so that they are poised to move to the next level or Stage 4 of Maturity and Sustainability, the ideal state of development for any organization.

Herman (1994) discusses key periods of change in the developing non-profit organization and refers to these periods as times of organizational transformation. Big changes are those which are fundamental in nature and transform what Haveman (1992, p.50) calls the organization’s “core form.” Organizational transformation must be major in scope or what (Herman, 1994, p. 232) refers to as events that “reflect dramatically changing circumstances in the environment.” Non-profit organizations that are navigating Stage 3 are, by definition, in the midst of a period of major growth, change and redefinition. While there are several circumstances leading to changes in core form or organizational transformation, relevant to this discussion are two kinds of organizational transformation, in particular, for a Stage 3 growth organization: change in professionalism and change in funding.

A change in professionalism may occur when an organization moves from a mostly volunteer base to a professional staff base or from a paraprofessional base to a highly professional base (Herman, 1994). One example of this is in community mental health centers, many of which used community organizers and non-clinical social workers when they began their work as community health prevention programs in the

1960s (Perlmutter & Silverman, 1973). Over time, this work shifted from a prevention focus to a treatment focus and became the realm of clinical professionals and psychiatrists, thereby transforming the nature of the work and the organization providing it from a social service provider to a clinical, medical model provider, thus signaling fundamental organizational change (Herman, 1994).

Similarly, a change in funding where there is a dramatic shift from a reliance on one resource base for another also constitutes dramatic organizational change (Perlmutter & Adams, 1990). Examples of this are noted throughout the course of U.S. history as periods of relative abundance in government support for human welfare programs were eventually followed by declines. For much of the 20th century, government policies for social welfare, community development and the arts and humanities evolved from a kind of activist ideology (Firstenberg, 1996). This period, which peaked in the 1960s and early 1970s, reflected nearly 50 years of uninterrupted growth in government support of social programs (Newland, 1996). During this time, non-profit organizations came to rely heavily on the availability of federal funds for their services only to see the funds decline in the 1970s due to American involvement in the Vietnam War, the Watergate scandal, and the economic recession triggered by the international oil embargo (Edwards & Yankey, 2006). “Similarly, during the mid-1990s the rapid growth of the U.S. stock market, powered by low oil prices, new home construction, the broad-based commercialization of the Internet, and a surge in health and technology sector profits created new wealth that also fueled a major expansion in the non-profit sector” (Edwards & Yankey, 2006, p. 432). Many non-profit organizations that were formed in the late 1980s and early 1990s benefitted from this resurgence in the economy only to experience

a dramatic fallout once again post September 11, 2011, “as the nation’s focus on global and national crises ultimately produced a sluggish economy, federal tax cuts, flat wages, and relatively low-asset growth for the nation’s foundations” (Edwards & Yankey, 2006, p.436). Such conditions have led to significant decreases in available funding for non-profit organizations from all sources—government, corporations, foundations, and individuals. These dramatic environmental shifts outline the dependent and ever-changing funding conditions with which non-profit organizations work. Rapid or unexpected shifts in funding—whether up or down—in a non-profit organization can have dramatic effects on an organization’s mission, the clients served and on the people who work there (Edwards & Yankey, 2006).

Regardless of the core issue at hand, Herman (1994) points out that for a non-profit organization to persevere through such change, it takes a total organizational effort as employees at all levels of the organization will contribute to the ultimate success or failure of the transformation. As organizations navigate periods of growth and change, both management and staff will often find challenging situations and changing workload expectations as resource alignment adjustments have yet to be made (Smith, Bucklin, & Associates, 2000). No matter how skilled a non-profit manager may be, such changing conditions can cause a number of challenges, including: “high levels of stress, low trust, secretiveness, increased conflict and decreased morale, a self-protection orientation, and finally, staff turnover” (Edwards & Yankey, 2006, p. 437). The changing expectations during a period of growth and change, and the stress that accompanies it, must be managed if the organization is to evolve as well as retain valuable employees (Smith et al., 2000).

Staff Turnover in a Non-profit Organization

Regardless of the particular management challenges that an organization faces at any given time, non-profit organizations depend upon a committed workforce to achieve their social missions (Guo, Brown, Ashcraft, Yoshioka, & Dong, 2011). Many non-profit organizations often experience difficulties in recruiting and retaining quality employees (Ban, Drahnak-Faller, & Towers, 2003). Keeping productive employees is a major goal of most organizations, and retention has shown to be a decisive factor for success regardless of organizational size, stakeholder composition, or goods and services produced (Butler & Waldroop, 2001). Problems associated with turnover include decreased productivity, replacement and training expenses, loss of valuable organizational knowledge, and lowered morale among remaining employees (Mitchell, Holtom, Lee, & Graske, T. (2001).

The problem of staff turnover in the non-profit organization varies by geography, industry and profession. Taken as a whole, many non-profit organizations experienced a 16 percent annual turnover rate in 2010 as compared to 21 percent in 2008 (Opportunity Knocks.Org, 2010). Although the average turnover rate in the Opportunity Knocks (2010) study was down, more than 37 percent of non-profits reported that retention is a problem for their organization. Some studies suggest average annual turnover for public sector agencies between 20 and 40 percent with length of employment averaging less than two years (Annie E. Casey Foundation, 2003). For fund raising positions, turnover has slowed in the financial downturn but is expected to resume when the economy improves (Hall, 2010). Still, Burnett (2011) reports the current turnover rate of non-profit fundraising professionals in some areas remains on average 18 months. In a large

organization that employs hundreds or even thousands of employees, that figure is troubling, but in a small organization of 10 employees where each employee carries out a multitude of key organizational functions, it means one to two staff members will be exiting each year. Beyond the cost of recruiting, hiring and retraining replacements, Bolman (2008) points out that turnover hurts overall performance because newcomers' lack of experience and skills increases errors and reduces efficiency. In such an office environment where each employee is responsible for a greater share of duties, even normal turnover rates can cause significant organizational disruption and can be potentially disastrous, thus magnifying the problem of staff turnover in the small non-profit shop. Also notable to the problem of turnover is loss of relationship built between staff and any number of stakeholders. As Drucker (1990, p. 157) points out, "one of the basic differences between non-profit organizations and businesses is that the typical non-profit has so many more relationships that are vitally important... Every non-profit has a multitude of constituencies and has to work out the relationships with each of them." Staff turnover, then, can hurt its ability to move key relationships forward with any number of its constituencies: board, donor, volunteer, client, funder, community.

Compounding the challenge of staff turnover can be the limited resources available to the non-profit organization, especially the small non-profit organization, when it comes to the provision of salary, benefits, and desirable working conditions (Smith et al., 2000). It is widely known that non-profit organizations, which are dependent upon philanthropic organizations and individuals for their financial support, have had difficulty convincing funders of the importance of administrative costs out of which staff are paid (Herman, 1994). Instead, philanthropy has focused largely on

provisions for short-term programmatic needs, while non-profits must demonstrate that small amounts of donors' investment, if any, have gone into administrative budgets (Oster, 1995). In order for non-profit organizations to deal effectively with undesirable employee turnover, they need to work within the constraints of their environment while also looking for opportunities to address staff retention.

Human Resource Management

Smith et al., (2000) believe that most non-profit organizations start out small and are preoccupied with identifying their mission and establishing programs and plans to carry it out. During this time, the non-profit may be preoccupied by fundraising and marketing exposure in order to meet its bottom line. However, it will not be long when certain conditions the organization has relied upon, such as its small office space or relatively inadequate technology infrastructure are suddenly and dramatically put to the test. Outdated modes of existence are no longer working. It becomes time to develop a more professional position. This is more easily said than done. As Smith et al., (2000) points out, it is here where non-profit organizations may struggle to make this leap and may falter. The challenge is to develop adequate resources either through program revenue or community support in order to successfully make this transition. Once resources are identified, the organization may proceed with professionalizing its approaches, enhancing its management capacity and its overall resource deployment.

Human resource management plays an important role in providing better management for non-profit organizations. In this paper, two different theoretical perspectives will be briefly explored on how to approach the human resource function

within a non-profit organization. The first is the human resource-based approach which examines human resource functions as any other resource to be used within an organization. In this model of thinking, organizations have to distinguish between resources that need to be procured and those that will be developed and improved (Ridder & McCandless, 2010). The resource-based view states that investments into valuable and rare resources enhance the effectiveness and efficiency of the processes and outcomes of an organization (Wernerfelt, 1984). The underlying assumption is that continuous investments into these resources “increase the possibility to specify core human resource competencies which enable better outcomes for the client who is ultimately served,” (Ridder & McCandless, 2010, p. 126). From this point of view, the framework for human resource management comes from understanding that employees are an investment and not a cost category. Employees are interpreted as valuable resources that contribute to the overall success of the organization.

The strategic human resource management approach also values employees as a critical investment for the organization's outputs; this approach first takes into account the overall mission, values, and strategic goals of the organization and determines whether these goals can have a direct impact on human resource strategy and human resource practices (Ridder & McCandless, 2010). Much of the nascent body of literature on strategic human resource management specifically in non-profit organizations lacks empirical data. In the for-profit sector, Delery and Doty (1996) found seven core strategic human resource practices: internal career opportunity, formal training systems, appraisal measures, profit sharing, employment security, voice mechanisms, and job definition.

Research shows that when organizations use these practices, they are more able to achieve their overall goals and objectives (Daley, Vasu, & Weinstein, 2002).

In the context of public and non-profit sectors, Guo et al., (2011) set out to examine empirically what current strategic human resource practices are used in non-profit organizations and what organizational factors led them to use strategic human resource management practices. Their study found the highest ratings in the following three areas: the use of organization mission and values to attract employees; allowing the choice of flexible work arrangements; and strong internal communication practices that consistently reach all employees with valuable information. Notably lower on the scale were the number of non-profit organizations using the following three areas of strategic human resource management tools: evaluating employees on multiple performance assessments; using specialized or targeted recruitment practices; and providing opportunities for systematic employee feedback through such strategies as surveys and exit interviews. Notably, their study also found that certain categories of non-profit organizations are more likely to use strategic human resource management practices. The larger the non-profit organization, the presence of an affiliation with a national umbrella organization, the regular use of independent contractors, and the greater use of information technology all positively correlate to the possibility that a non-profit organization may use strategic human resource management.

The Guo et al., (2011) study also examined what factors led non-profits to use the strategic management approach. Based on surveying 229 non-profit organizations in Arizona, researchers found that among the non-profit organizations which are more likely to use the strategic human resource practices approach were younger organizations and

those that do not have dedicated human resource staff. Guo et al., (2011) found larger organizations are more likely to have the necessary resources to make considerable investment in a more sophisticated and comprehensive system of human resources management. (Ban et al., 2003) found that smaller non-profit organizations were often constrained by their funders who imposed strict limits on administrative costs, thus preventing resource deployment to management functions such as human resource practices. Therefore, the small non-profit organization, which often relies heavily on such funders, may benefit from the strategic human resource approach allowing it to select a mix of human resource strategies that are in direct alignment with its larger organizational goals and strategic objectives.

One example of an application of strategic human resource management is shown in examining how the state of Missouri is addressing the wide-spread problem of staff turnover in child welfare workers in its state (Renner, Porter & Preister, 2009). In the field of social work, recent studies have examined how organizational and structural environments affect retention. Taking an approach of proactive staff retention, the Renner, Porter, & Preister, (2009) study found that by surveying child welfare workers to help uncover unmet needs such as supervisory skills, they were better able to align their strategic management practices to meet those needs.

There is also much evidence that shows that human resource management in the non-profit sector may be different in many ways from those in both the public or private sectors (Edwards & Yankey, 2006; Herman, 1994; Drucker, 1990). As Drucker (1990) points out, non-profit organizations must rely on their mission to attract resources, such as employees, volunteers and financial support, but also to help guide their decision

making. Ban et al., (2003) also recognizes that mission statements are a powerful management tool for not only attracting employees, but also sustaining motivation and focus on achieving goals. Guo et al., (2011) also found mission statements to be a compelling motivator.

Intrinsic and Extrinsic Motivation

Much of the available literature strongly suggests that non-profit employees' motivations are different from their for-profit counterparts. Several studies have indicated that non-profit employees are more intrinsically motivated than for-profit employees (Lanfranchi et al., 2010; Lanfranchi et al., 2009; Ban et al., 2003). "Motivation includes the forces, either external or internal to a person, that arouse enthusiasm and persistence to pursue a certain course of action. Motivation is primarily concerned with what energizes human behavior, what directs or channels such behavior, and how this behavior is maintained or sustained," (Fry, 2003, p. 698). Intrinsic motivators are values-driven rewards which are internal and under the control of the individual (Lanfranchi et al., 2009). Intrinsic motivators satisfy a higher order need such as solving a problem that benefits others or serves a higher purpose (Frey, 1997). Intrinsic factors have been defined "as those behaviors which are motivated by an underlying need for competence and self-determination" (Deci & Ryan, 1980, p. 42). Examples of intrinsic motivators include learning new skills, solving problems, and achieving a certain outcome (Gellerman, 1968).

Extrinsic motivators are external rewards that a person receives in exchange for work (Gellerman, 1968). Extrinsic factors originate externally and require meeting or

exceeding the expectations of others (Lanfranchi et al., 2009). Examples of extrinsic rewards include salary and other forms of compensation received in exchange for work (Gellerman (1968). Gellerman (1968) makes the distinction between the two by explaining that extrinsic motivators are external rewards that a person receives in exchange for his work, while intrinsic motivators are the internal rewards that a person experiences during his work. Extrinsic rewards are those given by others and can include such examples as: promotions, pay increases, bonus checks, supervisory behavior, insurance benefits, vacation time (Frey, 1997).

Because my paper is interested in uncovering whether a combination of extrinsic and intrinsic factors affect staff retention, I will choose to examine the literature on a few select areas that I find relevant in my study, including flexible work arrangements, continuing skill enhancement, and non-profit leadership development.

Flexible Work Arrangements

Flexible work arrangements were chosen as an area to explore because much of the literature suggests that flexibility in work arrangements can be particularly appealing today in our diverse multi-generational workforce with many two-income families who are balancing multiple responsibilities (McNall, Masuda, & Nicklin, 2010; Danielson et al., 2000; Hohl, 1996). Secondly, flexible work arrangements are dependent upon “an environment of mutual trust, compromise, negotiation, and flexibility between the employer and employee” (Danielson et al., 2000, p. 1). Both parties are responsible for ensuring that the arrangement is suitable and working (Danielson et al., 2000). In the Lanfranchi et al., (2010, p. 79) study, they hypothesized that “non-profit employees

would be more attracted to employment relationships in which both parties explicitly commit to loyal behavior.” Flexible work arrangements would seem to exist in an environment built upon a foundation of mutual trust and loyalty (Danielson et al., 2000). Finally, I chose flexible work arrangements because they can be viewed as either an intrinsic or extrinsic motivator so I wanted to examine their possible advantages and disadvantages of their use in the non-profit sector.

While there are a variety of flexible work arrangements, for the purposes of this study, I have chosen to examine two aspects: flexible hours or flex-time and telecommuting or flex-space as they are most commonly used (Sharafizad, Paull, & Omari, 2011). Other forms of flexible work arrangements include: permanent part-time, job sharing, voluntary-reduced work time, on-site day care, and phased retirement.

The term flexible work arrangements describes a variety of alternative schedules that allow employees greater control over their work hours. Lambert, Marler, & Gueutal, (2008, p. 107) define flexible work arrangements as “employer provided benefits that permit employees some level of control over when and where they work outside of the standard workday.” Studies reflecting the effects of flexible work schedules date back to the 1970s in for-profit organizations and generally indicate that flexible arrangements are effective in helping managers meet the changing needs of their employees and better serve their clients (Richman, Civian, Shannon, Hill, & Brennan, 2008). Hohl’s (1996) study examined the effects of flexible work arrangements in the non-profit environment and found that the four most common arrangements were flex-time, part-time, compressed work week and telecommuting or flex-space. Typical flex-time arrangements define core hours during which all employees must be present on the job and then offer

flexibility on either ends of the day during which employees make up the necessary number of hours of work (Danielson et al., 2000). Some of the perceived advantages of flex-time include improved comfort and efficiency on the job by tailoring work to family commitments and schedules; accommodation of non-routine commitments such as family illness, healthcare appointments or special events; and the potential for a more convenient commute (Danielson et al., 2000).

Telecommuting or flex-space arrangements are another form of flexible work arrangements where an employee carries out all or some of the duties of the job from home or another location other than the normal workplace. This kind of work arrangement practice may be best suited for those who work independently or semi-independently (Sharafizad et al., 2011). Flex-space arrangements may not be suitable for the position that is part of a team or requires a significant amount of interaction with others as part of the job responsibility (Danielson et al., 2000). Some of the perceived advantages of flex-space arrangements include: improved employee morale; less lost time due to distracting interruptions, socializing, or breaks; less overhead cost for the employer; less commuting time and freedom to work independently without distractions; and better integration of work and family life (Danielson et al., 2000). Perceived disadvantages of flex-space arrangements include: feelings of isolation and alienation from co-workers; the employee may be passed over for promotions due to lack of visibility in the office; increased chance of workaholism and/or burnout due to less separation of work and personal time; and potential liability for employers for workers hurt off-site (Danielson et al., 2000).

While there is potential for benefits to both employee and employer by using flexible work arrangements, there are also several notable drawbacks.

Hohl's (1996) study found a disparity between formal written policy guidelines and use of flexible work options. Seven of thirty organizations' respondents interviewed indicated that "they offered flexible work options as part of proactive and strategic plans," (Hohl, 1996, p. 80). Available literature suggests a gap between the provision of flexible work arrangements and their actual utilization (Sharafizad et al., 2011; Hayman, 2009; Richman et al., 2008; Hohl, 1996). Several barriers have been identified, including organizational culture or buy-in from top management, lack of awareness among employees, and fear of career repercussions (Rodgers, 1992). Another problem is subjectivity in organizations, making accommodations to those who were perceived as valuable to the organization whether employees had a legitimate need (Richman et al., 2008). Further, Hohl (1996, p. 81) found that in organizations that allowed flexible work arrangements unless there was a legitimate business reason to deny a request, the term "legitimate" was left undefined and therefore open to interpretation, subjectivity and possible unfair determinations. Hohl (1996) points out that all of these circumstances can lead to resentment by nonuser employees. Other possible disadvantages include staff may be more difficult to supervise if their hours are not congruent with their managers. Managers reluctant to make the changes toward a more participatory management style may feel threatened by the changes (Hohl, 1996). Finally, supervisors will have potentially greater difficulty in coordinating group or team activities if multiple employees are working flex-time schedules (Danielson et al., 2000).

Of particular interest in the Hayman (2009) study is that while actual numbers of such flexible work arrangements were relatively low, the presence of the offering seemed to improve staff retention and morale and maintained performance. Evidence presented in the literature suggests that the greater autonomy provided to employees with the use of flexible work schedules can provide employees with enhanced work/life balance perceptions (Baker, Avery, & Crawford, 2007). In a nationally representative study of employees from mid-to-large-size companies, perceived flexibility and the ability to manage the demands of work and personal life were strongly related to higher levels of employee engagement and expected retention (Richman, 2006). These findings were also corroborated in a national study in which greater access to flexible work arrangements was associated with better mental health and resilience, greater productivity and effectiveness, higher levels of job satisfaction, and lower turnover (Galinsky, Bond, & Hill, 2004).

Some of the difficulties of administering flexible work arrangements enter in the fairness and equity areas. Hohl (1996) identified the most difficult challenges of implementing the arrangements that try to balance the needs of employees with those of the organization and other employee groups. Some employees and employee groups are unable to use the alternative flexible arrangements due to the demands of their positions, and administrators were afraid those employees would resent these employees who could use the flexible arrangements resulting in reducing overall employee morale (Hohl, 1996). In conclusion, flexible work arrangements need to be offered and administered with careful consideration of a number of variables, but can lead to enhancing the

work/life balance and flexibility provided to employees, ultimately promoting their perceived job satisfaction and expected retention.

Continuing Skill Development

Continuing skill development is a broad term applied to enhancing employee learning that can be defined in many ways. I have chosen to include it in my analysis because it is widely viewed as a missing component in workplace studies where retention is a challenge. Continuing skill development can be interpreted from a number of different perspectives: among them specific training for a particular task or job assignment, continuing formal education and training at a university or college; career development or career pathing, developing and aligning employee's personal and professional aspirations to the organization's training environment; coaching or mentoring employees; orientation programs; networking with peers and participating in conferences.

I will examine a few areas of skill development including general skill development as a strategy for recruitment or retention, career development or career pathing, and coaching because they can have many positive residual effects on the mutual relationship between an organization and an employee.

The focus of general skill development is commonly linked to both workplace attraction and retention (Amundson, 2007). People desire intellectual stimulation and participation in a variety of experiences. As graduating students and skilled workers consider their options, they are increasingly assuming more proactive roles in shaping the development of their careers (Amundson, Parker, & Arthur, 2002). It is believed that

continuing training and involvement in new and challenging activities at work can lead to greater workplace attachment, thus not only providing employees with ongoing skill development, but also improving retention (Gaffney, 2005).

Genis (2008) examined new forms of employee-employer relationships and described an increasing emphasis on self-organization and personal engagement. Self-organizing reflects a shift from the traditional employee seeking employment security to one of employability and a boundaryless (Arthur & Rousseau, 1996) portfolio of skills. In this model, the career process is one in which employees seek to continuously build skills to add to their personal and professional portfolio in order to remain competitive in the marketplace (Amundson, 2007). In this thinking, employees take an active role in shaping the development of their careers and forming paths or “career pathing” to help them achieve continuous learning, growth, and maintain a sense of control over their career management (Walz, 1982). From the perspective of the employer, career pathing can be a tool within job performance and appraisals that can offer constructive conversations between employer and employee about the employer’s emerging needs as well as employee interests and future directions (Walz, 1982).

The first step in approaching career development is for the organization to have a clear idea of its current position and future path as identified through a planning process (Carney, 2009). Strategy is the overall plan or pattern that attempts to “integrate an organization’s major goals, policies and actions” into a cohesive framework (Carney, 2009, p.708). Gaffney (2005) suggests that involving the employees in an examination of the organization’s current and emerging needs is a way to help organizations plan for their future and deepen employee involvement. “When employees understand what the

organization needs and how their personal career aspirations fit into the overall plan, a new contract develops,” (Gaffney, 2005, p. 8). Gaffney (2005) goes on to say that this two-way communication flow allows employer and employee awareness of what is wanted and needed from each other and mutual expectations are clear.

Strategic skill strengthening can be a powerful tool for improving the recruitment or retention of employees in areas that are difficult to fill posts or that experience rapid turnover. In a study of rural health professionals, Boshoff & Hartshorne (2008) found that occupational therapists felt human resources were inadequate and staff attrition was challenging in the rural areas of South Australia where they worked. Solowiej, Upton, & Upton (2010) of the United Kingdom set out to further investigate staff attrition and recruitment challenges in a rural setting and discovered that support funding that was procured for the purpose of career development, including the opportunity to attend training courses to develop existing skills and learn new skills, was a positive factor in employee recruitment.

As workers progress in their careers, skill strengthening and continuing career development can play an increasingly important role in attracting and retaining employees. Mentorship and career coaching programs can be another way of approaching this dynamic. In 2007 the American Cancer Society (ACS) launched an initiative to become the best place to work and volunteer: “a place where people want to work, where people develop their skills throughout their careers, and a place where people stay because they are valued,” (Ali, Lewis, & McAdams, 2010). As part of a nationwide initiative, a Nationwide Leadership Program (NLDP) was established. The program was designed to include group learning and individual development opportunities, simulations

and coaching support for each participant over the course of the two-year program. The resulting challenge was for ACS “to develop a sustainable, cost effective and high impact method to deliver coaching to the 80 NLDP participants from the 2008 class, and for future classes” (Ali et al., 2010, p. 240). The four primary goals of the coaching solution were to:

- 1). Individualize the learning experience;
- 2). Drive improved performance;
- 3). Affect behavioral change;
- 4). Provide a comprehensive development experience for program participants.

A report on best practice research (Corporate Leadership Council, 2003) recommends focusing on business needs, optimizing the executive-coach matching, leveraging senior management participation, and managing coaches to performance standards to maximize the returns. As a result of the successful implementation of the program, the American Cancer Society is becoming a culture of learners, coaches, leaders and high performers, which in turn move the organization closer to fulfilling its mission objectives (Ali et al., 2010).

Organizations now operate in an economic climate where shortages of skilled workers along with changing work climates result in employees having many employment choices. These changes have made recruitment and retention of skilled workers a top priority for many organizations. Included in skill enhancement is growth in individual leadership or the ability of employees to influence others and affect change. Therefore, leadership development is the third area that will be examined as a possible retention solution.

Leadership Development

In today's complex and increasingly competitive non-profit sector, there is a need for strong leadership to help shape the way organizations are managed. Leadership pertains not only to the chief executive in charge, but also to all of the managers and supervisors who oversee employees and help to shape the direction of the organization (Herman, 1994).

“A non-profit organization succeeds because of its people—and the degree of their commitment, enthusiasm, intelligence and drive” (Smith et al., 2000, p. 310). In order for a staff to work well together, trust must be established and maintained between all levels of manager, supervisor, and employees so all are working together toward a common good (Adair, 2003).

Emmett Carson, in Heyman (2011) says he has come to believe that executive leadership is the single most important component for understanding why non-profits succeed or fail in achieving their goals. Carson recognizes that while leaders at all levels of the organization matter, executive directors, in particular “play the crucial role of providing vision, determining the culture, helping to set the strategy, and inspiring both internal and external constituents to believe in the vision, mission, and values of the organization” (Heyman, 2011, p. 30).

Varney (1971), in discussing a well-known system of management by objectives, points out the critical nature of a high degree of subordinate involvement, participation, and autonomy. Varney explains that this dictates the way the leader or manager must

relate to his employees changing from a highly structured or bureaucratic form of managing to a more unstructured and democratic form.

Leadership has been a major topic of research in psychology for almost a century. Pirola-Merlo and Sarros (2009) surmise that more work needs to be done in examining leadership in context of where it is conducted. Westhead and Cowling (1998) point out that the many differences between for-profit, government and non-profit organizations make it inappropriate to assume that what works for leadership in for-profit environments will work in non-profit contexts. Because the vision and mission of non-profit organizations are driven by social missions and not bottom line, this suggests that a different kind of leadership is appropriate in the non-profit sector.

The fact that non-profit organizations largely attract staff through their values-based social missions presents a unique opportunity for them to capitalize on their strengths. The values-driven orientation of a non-profit organization is what Jeavons (1992) calls its value-expressive character. Jeavons (1992) makes the case that for a non-profit organization to be effective in providing services and in communicating the values motivating their service, it must honor the human, social, and professional values in the way that it operates. Ridder (2010) concludes that human service non-profits will do well to work to deepen their values commitment in all that they do.

Conclusion of Literature Review

Several challenges must be highlighted with regard to the management of any non-profit organization. The presence of numerous stakeholders with sometimes competing interests can place special challenges on the organization, most notably that the non-profit organization demonstrate a variety of successful, short-term programmatic outcomes with careful accountability of its resources. The fact that most funders are inclined to invest in programs, rather than administrative overhead, out of which the staff are paid, presents a particular challenge for non-profit organizations to attract and retain employees by traditional human resource best practices. The small non-profit organization may find additional challenges simply by the nature of where it stands in the organizational life cycle. Organizations which are in the growth and formalization stage are in one of the most challenging of circumstances where demand for either services or resources can exceed capacity (Connelly, 2006).

Regardless of where the organization is in its development, its staff resources are among its most important resources. Two theoretical frameworks can be examined for understanding how human resource management is shaped in non-profit organizations. The human resource-based approach states that investments into valuable and rare resources enhance the effectiveness and efficiency of the processes and outcomes of an organization (Wernerfelt, 1984). The underlying assumption is that continuous investments into these resources increase the possibility have better outcomes and lead to competitive advantages (Ridder & McCandless, 2010). The strategic human resource management approach attempts to align the strategic goals of the organization with the human resource management goals (Ridder & McCandless, 2010). This orientation

examines how the organization's human resource practices fit with the organization's overall strategy. Organizations can bundle human resource practices that will lead to specific human resource goals that, in turn, support the strategy of the organization. Once an organization defines its strategic goals, then it can use a particular bundle of human resource practices which will support those goals. Because every organization has unique goals, the strategic approach assumes that every organization has its unique blend of human resource management practices to support those goals.

Non-profit organizations rely on their mission and its underpinning values to attract resources. They can also use their mission and values to help guide decisions pertaining to human resources. Because the literature suggests that non-profit employees are intrinsically motivated, a work environment that offers continuing learning and skill development as well as assistance with maintaining work-life balance could be useful organizational tools to address employee retention.

KOUZES & POSNER'S TRANSFORMATIONAL LEADERSHIP THEORY

The leadership work of Kouzes and Posner (1987) will be explored for non-profit leadership because of its focus on an organization's mission and values and giving voice to those values through thought, inspired vision, and action.

Burns (1978) developed the initial concepts of transactional and transformational leadership. He defined transformational leadership as the process of pursuing collective goals through the mutual engagement of leaders' and followers' motives towards the achievement of the end goal. In comparison, transactional leadership is a process of exchanging one thing for another among leaders and followers. Bass (1990) defined transformational leadership as outstanding leadership performance that occurs when leaders broaden and elevate the interests of their employees, and inspire followers to look beyond their own self-interest for the good of the group. Transformational leadership is concerned with engaging the hearts and minds of others. It works to help all achieve greater motivation, satisfaction, and a greater sense of achievement because it recognizes that leadership is a relationship (Pirola-Merlo & Sarros, 2009). Transformational leadership requires "trust, concern, and facilitation rather than direct control... empowering and inspiring people to control themselves..." (Pirola-Merlo & Sarros, 2009, p. 439).

Kouzes and Posner (1987) took transformational leadership to a new level when they studied the best practices or attributes of leaders and synthesized it into five principals in order to get extraordinary things done in organizations.

- 1). Model the Way. The first attribute of a great leader is to know him or herself, to find your voice, and to model the way by being true to your values.

2). Inspire a Shared Vision. Envisioning the future helps people imagine the possibilities and find a common purpose for action. Leaders need to be sure that they can see something better than today and share that dream with others.

3). Challenge the Process. A learning environment consisting of trust and mutual respect will help employees be comfortable to question the way things are being done and to look for ways to improve.

4). Enable Others to Act. Leaders, who often feel a strong sense of control and action, also need to let others make choices and act. Team efforts, strong relationships and trust need to be established to create an environment where others feel they can have power.

5). Encourage the Heart. As people encounter frustrations along the way, Kouzes and Posner believed in showing appreciation for the accomplishments of others and encouraged others when they are tempted to give up.

Leaders know how to break down problems into smaller components and stay focused on what is important while encouraging others and keeping sight of the vision.

The leadership work of Kouzes and Posner (1987) is particularly relevant to the non-profit human service organization because it capitalizes on the greatest assets of the organization: its mission and its people. The model focuses on bringing mission and people together with a clear vision and deepening employees' experiences through leadership that is inspirational as well as genuine and trusted. Kouzes and Posner's leadership work clarifies overall organizational goals within a work culture that provides a learning environment where employees are encouraged and enabled to act, and participation and engagement are expected.

Another advantage of the Kouzes and Posner theory is that it is a kind of transformational leadership, and, therefore, leadership characteristics may be measured. A widely used instrument, the Multifactor Leadership Questionnaire (MLQ), assesses leadership factors and a broad range of leadership styles (Bass & Avolio, 1993a). The MLQ measures, explains and demonstrates to individuals the key factors that set exceptional leaders apart from marginal leaders (Bass & Avolio, 1993b).

The Kouzes and Posner model of leadership, with its focus on the relationship of leading people and developing them to their potential, is particularly applicable to the non-profit organization with its reliance on mission, vision, and trust for the greater good.

Limitations of Kouzes and Posner's Leadership

Modeling values, knowing one's self, and expressing those values clearly has the advantages of setting a strong example to others, but it suffers from the disadvantages that it requires great self awareness and proficiency for a leader to reach the point where he or she will be ultimately effective. Not only does it require clear and consistent thinking and acting, but it also presumes consistent and clear communication and behavior. People are fallible and inevitably, they will make mistakes. Leaders in this environment will have had to successfully built a learning environment of mutual trust and understanding that also forgives the leader when he or she stumbles.

Kouzes and Posner's leadership is a kind of transformational leadership theory and, as such, some may argue that it suffers from a lacking of conceptual clarity. It covers a wide range of behavior from modeling the way to creating and inspiring a vision which could be seen by some as personality or character traits rather than as skills or behaviors

that can be easily understood and learned. Further, Bryman (1992) points out that transformational and charismatic leadership are often treated as the same model of leadership, when in fact Bass (1990) asserts that charisma is just one component of transformational leadership.

Another possible source of difficulty for a Kouzes and Posner leader is the ability to measure progress at any given point. The Multifactor Leadership Questionnaire (MLQ) is the tool most often used to assess transformational leaders, but as (Tejeda, Scandura & Pillai, 2001) point out, in some versions of the MLQ, some of the transformational leader factors also correlate with both the transactional and the laissez-faire factors rendering these factors among the styles indistinguishable.

Finally, there is the distinct possibility that this kind of leadership, based on creating and inspiring a vision for others to follow, could be abused. It is supposed that the vision the leader is creating and espousing is one of integrity and of societal benefit, but it is possible that corruption or evil intent could enter in and take followers into dangerous, unintended directions. Although these difficulties pose real issues, I believe the benefits of Kouzes and Posner's leadership outweigh the potential problems.

FINDINGS

As part of this study, I surveyed a number of employees from two small human service non-profit organizations in a mid-size city in the Midwest to determine whether the employment factors that were perceived important to them at the time of recruitment were the same factors that were important once hired. Respondents were presented with 10 factors, as listed in the Appendix, Tables 1 and 2 on page 67. In addition, respondents were asked to rate 7 job satisfaction factors, (as listed in the Appendix, Table 3 on page 68) to help examine another dimension of what employees value as a precursor to determining intent to remain in their jobs. Two demographics questions were asked to help determine what level of relevant professional experience staff members had currently and to which organization, they worked, A or B. Careful attention was paid to the sensitive nature of the questioning and the fact that this researcher is both an insider and an outsider when investigating. A number of questions were not asked because it was determined that more demographic or identifiable questions might interfere with the response rate and overall trust factor in employees taking the survey.

Respondents were asked to rank each particular attribute on a scale of 1 to 7, see Appendix, Survey instrument, page 60, with 1 meaning “Never Important” and 7 meaning “Most Important.” The intervening numbers were deliberately not labeled so not to lead the responses through particular language choices. Respondents also had a choice of responding with an 8 if they found the factor irrelevant. For the purposes of calculations, 8 scores were removed as they were not applicable and blank scores were neutralized to a 4 score rating. Only three blank scores accounted for 4 ratings and they are indicated in blue in Tables 1 and 2. Scores of 8 are indicated in red in Tables 1 and 2.

The demographics findings in this study indicated that the predominant years of relevant work experience was in the 2-4 years category, with 6 respondents at this level. There were 3 respondents in each of the next relevant work experience categories at 5-8 years, 9-14 years, and 15-19 years. Finally, there were 2 responses in each of the 0-1 year range and the 20-plus-year range, overall indicating that most respondents in the study were in the new to mid-career range.

Findings from this study indicate that while a considerable number of factors matter to employees at the point of recruitment and retention, there are clear front runners in some areas and less clear front runner in other areas. For the 10 Recruitment Factors tested, the top 3 scores were in ranking order: 1). Mission; 2). Flexible Work Arrangements; and 3). Continuing Skill Development. These three factors scored highly both in terms of the number of individuals who rated these factors their top scores and the total sum of scores. Variances among the top scores were also very low with mission ranking the lowest variance at 0.24, flexible work having more variation at 1.13, and continuing skill development having less variation at 0.59. That would intuitively make sense as flexible work arrangements generally appeal to people at particular life stages.

Table 1, in the Appendix, on page 67, provides the results from the survey indicating that in ranking order, the top three factors for Staff Recruitment are: 1). Mission; 2). Flexible Work Arrangements; and 3). Continuing Skill Development. The fourth and fifth rankings in recruitment went to supervisory skills and executive director. Executive Director is not surprising given the most important factor is mission and executive directors embody or personify the mission in organizations so that is expected. Lowest scores on recruitment factors were retirement benefits and physical facility.

Notable, however, is also that retirement benefits and physical facility also have the highest variances indicating relative disagreement on those factors. Further examination into those variables may prove age an influencing factor, especially as it relates to retirement benefits. Also notable is that while no respondents placed salary as the most important factor at retention, 6 respondents gave it a 6 rating which is second in importance at the time of recruitment. An additional 5 respondents ranked it 5 which is still above a neutral rating indicating that a total of 11 respondents thought salary was an important consideration at the point of recruitment.

The second element of the study is retention factors. The same 10 factors that were rated at the point of recruitment were also rated at the point of retention to determine whether there were similarities or differences. Retention factors, found in the Appendix, Table 2 on page 67, provides the results of the Retention factors indicating the top scores in ranking order. Retention factor scores were not as clearly delineated. The top scores when examining individual score rankings were: 1). Mission; 2). Executive Director; and 3). Supervisory skills. A total of 8 respondents ranked mission as their most important factor at retention; 6 ranked executive director as the most important; and 6 ranked immediate supervisor as most important. The executive director-immediate supervisor scoring was determined by the next ranking order of 7 respondents who gave executive director a second most important rating; and 5 respondents who gave immediate supervisory skills a secondary rating. The Retention factor scores compute differently if the sum score is taken into account as the predominant ranking. If one takes summation scores into account as the most important evaluation, then that would alter the ordering of retention factors to read: 1). Mission; 2). Flexible Work; and 3). Continuing

Skill Development which would be identical to the recruitment factor results. Either way, if one looks at the top 5 scores in both recruitment and retention by either individual score ratings or sum totals, the top 5 scores in Recruitment would be: 1). Mission; 2). Flexible Work Arrangements; 3). Continuing Skill Development; 4). Executive Director; and 5). Career Advancement and for Retention they would be by individual score: 1). Mission; 2). Executive Director; 3). Immediate Supervisor; 4). Continuing Skill Development; and 5). Flexible Work Arrangements; or by sum, they would be slightly reordered to read: 1). Mission; 2). Flexible Work Arrangements; 3). Continuing Skill Development; 4). Executive Director; and 5). Immediate Supervisor.

The priorities of the respondents indicated by the study were largely intrinsic factors such as Mission orientation, leadership in both Executive Director and Immediate Supervisor, and Continuing Skill Development. Flexible work arrangements, which can be viewed as either an intrinsic or extrinsic factor, was also a consistent priority and preference. Salary was a mid-range factor in both recruitment and retention, while Healthcare, Retirement Benefits, and Physical Facility were all factors listed consistently lower in the priority rankings.

Variances in the retention area show greatest agreement in the salary, executive director and flexible work areas and greatest disagreement in the healthcare benefits, retirement plans, and career advancement. The greater variances in the latter could be a reflection of a combination of factors including part-time staff not being eligible for healthcare benefits or retirement plans; the existence of spousal coverage of either of these benefits; or the younger age of respondents not as concerned with these benefits.

This is speculation as the results will not identify those factors. See Table 3 in Appendix, page 68.

The findings of this study are important because they help to clarify the most important factors to employees when examining and comparing a list of variables that may be important to employees at the point of recruitment and retention. They help to clarify where non-profit organizations may want to take a closer look at the provision of benefits if they are in fact, in alignment with the values and strategic direction of that organization.

In conclusion, the findings in my study indicate that while a combination of intrinsic and extrinsic factors matter to applicants and employees at both recruitment and retention, there is a strong preference for mission alignment as the number one choice in both instances. Beyond that, there are some differences in preference among flexible work arrangements, continuing skill development, executive director leadership and direct supervisory leadership. My study was limited in terms of its scope and absence of interviews to probe further into preferences. Despite these limitations, the findings are helpful for non-profit practitioners to gain further insight into important aspects of employee recruitment and retention in small non-profit organizations.

MY PLAN

There is probably not a one-size-fits-all approach to serving non-profit organizations. I have developed a **7-point check-list** for small non-profit organizations to follow when determining how to structure their limited human resource efforts.

___ 1. Consider adopting a **strategic human resource management framework** based on supporting and providing mutual benefit to important organizational goals and strategies.

___ 2. If the organization has not undergone a **strategic planning process** within the past five years, consider starting one now. If the organization has a strategic plan in place, consider “refreshing it” by including a committee of staff and board to re-engage and take ownership in the process.

___ 3. Determine whether there are **key strategic organizational initiatives which can be supported by human resource management initiatives** and consider placing those at the forefront of your efforts.

___ 4. As part of the strategic planning process or refreshment of the process, **examine the organization’s mission and core values** in an inclusive process with staff and board to help clarify and make meaning. Find ways to make the mission and core values apparent throughout the organization in all that staff do so they can continue to deepen their connection with them.

___ 5. If the organization is not already doing so, **consider looking into flexible work arrangements as an alternative benefit** to offer employees who may value the flexibility, autonomy and trust that comes with the flexible arrangement. Consult with

other organizations in the area who may be offering aspects of these arrangements for ideas on what works. Start small and consider growing from there. It is likely employees will appreciate the gesture of even considering such options.

____ 6. Consider doing an **organizational audit on what is offered in terms of continuing skill development**. An employee survey could be a part of this plan or it could simply be added to employee reviews as a means of thoughtful discussion and careful individual consideration into what directions employees may be wishing to go in for career pathing.

____ 7. Ensure that supervisors have **adequate preparation and on-going skill development for their work as supervisors**. Remember that an ill-equipped supervisor will have a multiplying trickle-down effect throughout the organization. Consider regular self-awareness building skill development for supervisors and line staff alike, remembering that all staff members will likely appreciate and feel valued by continuing skill enhancement. Don't forget to make it fun!

Finally, the Kouzes and Posner leadership model is recommended as a tool for study and implementation in non-profit organizations. Its focus on Modeling the Way; Inspiring a Shared Vision; Challenging the Process; Enabling Others to Act; and Encouraging the Heart sets the climate for a relationship of mutual respect and engagement in the workplace. The model's focus on leadership as a relationship and as behavior that inspires trust built on shared values and vision is in alignment with mission—the expressed value that continues to attract and retain people to the work of non-profit organizations.

IMPLEMENTATION AND EVALUATION

I have presented the findings to the executive directors of the two non-profit organizations involved in the study. In the first organization, Organization A, the executive director would like to present the findings at a future full-staff meeting and discuss the findings. He is interested in knowing if the results are what staff would have expected to find and why or why not. He would then like to present the findings to the board governance committee for their reaction and discussion about what might be incorporated into future planning as the organization is in the middle of a strategic planning session which is to present its findings in May 2012. He is also interested in the possibility of incorporating the recommendations into a revised personnel manual. The manual that has been in place was a template from the national organization and has not been revised for many years. Finally, the executive director of organization A is interested in focusing on the personal development plan portion of each employee review. He said that staff members have not been in the habit of providing much feedback in this area and if the results show that staff are consistently interested in continuing staff development and education, then that should be taken seriously and be clearly defined on an individual basis and be emphasized in the employee review process.

For organization B, the executive director was pleased to know that the results confirmed her suppositions. Her organization recently completed a strategic planning process that she found valuable for staff and board alike as they were able to mutually engage on the organization's mission and core values as well as the organization's strategic direction for the foreseeable future. She has long believed in the value of career

pathing and has used it many times to both recruit and retain top employees at other places of non-profit employment, especially in light of scarce resources and often the inability to provide a market-wage salary and compensation package. She has asked me to present my findings to her staff and board as well for consideration and discussion. She is aware that others may see or think of key points that they could incorporate into their work in the next several years that she does not yet notice. This executive director, while relatively new in her position, believes in empowering employees and has begun to do that through the use of leadership encouragement in many areas. She has consciously stepped back at running staff meetings and now uses a rotation style where each employee is expected to develop his or her leadership skills through trial and error. She is developing a learning environment which will serve her well in a values-driven environment.

FURTHER STEPS

One of the elements that will be explored is whether the board, executive director and staff would be interested in a leadership training program, both for their own continuing skill development and for those who are already supervisors and can sharpen their skills. If it is deemed relevant and desired, I will research possible grant funding sources for resources that could be available for the staff in late 2012 or early 2013. Some components to be explored include: self reflection and identification of current strengths and each person's own leadership styles; strengthening trust, team building and productivity and an exploration of values.

Finally, I would recommend staff development training through a Kouzes and Posner Leadership Course that could either be a small component of bi-weekly staff meetings or more of a book club format where employees read an assigned section of the book and then have a discussion or blog about it. Either way, these efforts could greatly benefit individual employees in their growth and development as well as strengthen the staff team as a whole, providing them with a common framework and language with which to work.

CONCLUSIONS

The analysis of non-profit literature, human resource frameworks, and specific human resource best practices has greatly expanded my knowledge of my field of non-profit management work in general and has deepened my understanding of staff recruitment and staff retention in particular.

The life cycle approach to understanding where an organization is in its development was incredibly enlightening to me. I was familiar with the further end of the organization development spectrum with programs in maturity and some facing decline, but I had not yet been fully acquainted with the younger, adolescent organization. The life cycle framework demystified many of the peculiarities of an organization still in its adolescence, not yet secure in its policies and procedures, still struggling to achieve a more balanced portfolio of operating funds, and helped me to understand both the leadership and operating pressures from more of an objective and constructive perspective. This also brought to light for me the unique challenges of staff recruitment and retention for an organization in this stage. It provided helpful information and a basis for constructive conversation and qualities to look for both in more successful staff recruitment as well as tools for appropriate dialogue with current staff when challenges inevitably arise and frustrations mount. I will recommend some incorporation of non-profit life cycles training into the discussion of our strategic planning and implementation going forward. I believe everyone would benefit greatly from having this additional perspective and it could only serve to improve overall understanding of facets of our work that go beyond individual responsibilities. I believe it would strengthen our overall

team spirit and communication to know that some of our challenges are shared and are a natural part of our organizational evolution.

Overall, there was much congruity between the recruitment and retention factors in my original research. Essentially, the most important factor at both junctures is mission. Mission and meaning are central in the minds and hearts of those working for non-profit organizations. Beyond that, new recruits are looking for flexible work and opportunities for continuing skill development before they are thinking about leadership issues. Once recruits become employees, they begin to think more readily about their leaders before they begin thinking about some of their own personal benefits. I will plan to lead a discussion about my paper, its findings, and people's interests in learning more together going forward. I believe that I do have the support of my executive director to incorporate these findings into our work environment which is increasingly becoming a learning culture. Together, I believe we will work on strategies for staff retention through an overall increasing of awareness of the organization's strengths and challenges, staff participation in strategy and goal setting, and articulation of the desire to improve staff retention through an examination of focused strategies.

To some extent, it is true that small, developing non-profit organizations can be at a disadvantage in recruiting and retaining quality employees due to their relative lack of resources, but it is encouraging to know that organizations need only look to the strength of their mission and core values to flesh out the inherent advantages of their work without which they would not be in existence.

In terms of other benefits, non-profit organizations can get creative in terms of how to meet training needs and flexible schedule options. Many non-profit organizations

do not have the resources to provide formalized on-going employee training. But they can look within for opportunities to mentor one another and have continuing conversation about career interests and direction beyond the initial interview. The involvement and communication with employees should be a continuous process with opportunities for feedback going both ways. Employees who feel involved and better understand the organization's priorities will be better informed to explore their own interest areas for furthering skill development and future career directions.

The Kouzes and Posner leadership theory provides a useful leadership model for leading an effective non-profit organization. Many non-profit organizations are looking to strengthen their team and transform their culture into an effective and desirable place to work. Rising to the challenges of staff retention in the small human services non-profit organization takes strong and effective leadership that can not only model the way and inspire a shared vision, but also enable others to act and encourage the heart. Building a strong culture of integrity and compassion, dignity and mutual respect for all, will help to establish or further strengthen a learning culture where people will be comfortable to challenge the process and bring their unique gifts to fruition. Kouzes and Posner's leadership theory will not immediately solve the challenge of staff retention in the small non-profit organization. Instead, it will allow leaders to empower their staff to model integrity, help to solve problems, and ultimately, serve those in need. Communication will improve, employees may think twice before criticizing individual people and the organization as a whole, and staff retention will increase. Although not a quick fix solution, Kouzes and Posner's leadership is a foundation to make positive change possible.

The project provided me with conceptual frameworks for how to examine proactively and constructively challenges in the work place and work to meet a solution through an action research approach. It helped me to frame a particular problem and hone a solution based on what is already known in relevant literature as well as what might be discovered through original research. I am grateful for the opportunity to have been given access to investigate these organizations. I appreciate their trust and hope that together, we will be able to apply some of these concepts for the mutual benefit of our organizations as well as other non-profit human services.

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APPENDICES

Survey Questions

Directions: There are three sections to this survey. Each section begins with a partial sentence that applies to each of the questions within that section. The first section is **Recruitment Factors** (those qualities which drew you to work at your current employment in the first place); the second section is **Retention Factors** (those qualities that are important to you now that you work at your current employment); the third section is about **Job Satisfaction** (at your current place of employment). Each section has the optional opportunity to write in a comment. Some final questions are completely open-ended and there is one demographics question to conclude the survey.

Part I Recruitment Factors—Among the factors I weighed when considering whether to work here...

1. I ranked **mission (or mission alignment and organization values)** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

2. I ranked **retirement plan benefits** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

3. I ranked **salary** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

4. I ranked **health care benefits** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

5. I ranked **physical facility aspects** (office location, office condition or equipment, or other physical office aspects as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

6. In ranked **immediate supervisor** qualities as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

7. I ranked **executive director** (or top leadership) qualities as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

8. I ranked **career advancement and upward mobility** (whether within the confines of this organization or as preparation for your next job) as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

9. I ranked **continuing skill enhancement or professional development** opportunities as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

10. I ranked the actual **work arrangements** (flexible time/hours, days, location, etc...) as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

11. (Optional) Comment: Is there any other factor that was an important aspect to your recruitment not mentioned?

Part II Retention Factors—Now that I am working at my current employer, among the factors I weigh when considering whether to continue working here...

1. I now rank **mission consideration** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

2. I now rank **retirement plan benefits** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

3. I now rank **salary** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

4. I now rank **health care benefits** as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

5. I now rank **physical facility aspects** (office location or condition, equipment or other physical office aspects) as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

6. I now rank **immediate supervisor** qualities as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

7. I now rank **executive director** (or leadership) qualities as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

8. I now rank **career advancement and upward mobility** (whether within the confines of this organization or as preparation for your next job) aspects as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

9. I now rank **continuing skill enhancement or professional development** opportunities as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

10. I now rank actual **work arrangements** (flexible hours, days, location, etc...) aspects as:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

11. (Optional) Comment: Is there any other factor that is an important aspect to your retention as a staff member that has not been mentioned?

Part III Actual Job Satisfaction/Morale Factors/—For the most part, my daily job satisfaction, relative to other factors, is affected by...

1. ...how much I feel **appreciated and/or recognized** for my work:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

2. ...how much I feel **respected** as a valuable member of the overall team:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

3. ...how much I have **access to overall internal communication** (whether informally or formally delivered information) that is valuable to me in performing my work:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

4. ...how much I feel that I have opportunities **to provide valuable feedback** (whether formally or informally) that I believe will assist the organization as a whole:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

5. ...how much I have access to appropriate **information technology** that will assist me in performing my work:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

6. ...how much **dependence/reliance I have on volunteer labor or part-time temporary labor** in fulfilling my job assignments:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

7. ...how much **supervisor support** I have to fulfill my job assignments:

1	2	3	4	5	6	7	Not Applicable
Never important						Most Important	

(Optional) Comment:

8. I am **planning to stay** in my job for the foreseeable future.

1	2	3	4	5	6	7	Not Applicable
Never						Definitely	

(Optional) Comment:

9. The **prevailing reason I would leave my job** in the foreseeable future (or would be enticed to seek employment elsewhere) is:

(Optional) Comment:

10. My next job likely will **continue to be in the non-profit sector**:

1	2	3	4	5	6	7	Not Applicable
Never						Definitely	

(Optional) Comment:

11. **Demographics:** The following category best describes the total number of years I have of professional experience relevant to my current job:

0-1 years	2-4 years	5-8 years	9-14 years	15-19 years	20 or more years
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12. I am employed by a local affiliate of:

A. Big Brothers Big Sisters	B. Habitat for Humanity
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Table 1

Recruitment Factors	7s																MEDIAN			AVG			SUM			7s			5s			4s			RANK
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
mission	4	5	7	6	6	6	6	5	5	7	7	6	7	7	4	5	5	7	7	112	5.89	4.71	7	5	5	2	1								
flexible work	6	6	6	7	6	4	5	6	6	6	5	7	4	6	5	7	3	6	6	107	5.63	5.63	3	10	3	2	2								
cont. skill	5	5	6	6	5	6	6	6	5	6	5	5	4	7	7	6	6	5	5	106	5.58	5.58	2	8	8	1	3								
Exec. Director	5	5	7	3	6	5	6	5	4	5	4	6	4	7	4	5	5	6	4	96	5.05	4.50	2	4	7	5	4								
career																																			
advancement	5	3	5	4	4	7	7	6	4	5	2	5	8	6	5	5	6	4	4	87	4.83	4.56	2	3	6	5	5								
supervisor	5	4	6	2	6	6	5	5	5	5	4	6	8	7	4	6	3	6	4	89	4.94	4.94	1	6	5	4	6								
salary	4	4	6	4	6	5	6	5	6	6	3	4	5	6	5	6	4	5	6	96	5.05	5.05	0	8	5	5	7								
healthcare	2	4	6	4	6	5	4	5	6	6	3	2	6	6	1	6	3	8	5	80	4.44	4.47	0	7	3	3	8								
retirement	2	5	5	4	6	4	5	5	6	4	2	5	2	6	3	8	3	4	5	76	4.22	4.22	0	3	6	4	9								
facility	4	3	5	2	5	6	5	5	5	5	4	4	2	5	5	5	3	2	4	79	4.16	4.16	0	1	9	4	10								

Table 2

Retention Factors		5s	6s	7s	8s	9s	10s	11s	12s	13s	14s	15s	SUM	AVG	MEDIAN	7s	6s	5s	4s	RANK
mission	5	6	7	6	6	4	7	5	5	7	7	6	7	7	6	7	5	6	4	7
	5	6	7	7	6	7	6	6	5	7	6	6	8	7	8	7	4	5	6	
	5	5	7	7	7	7	5	6	5	6	6	6	8	7	8	7	4	5	6	
	6	5	6	7	6	7	7	4	7	6	6	4	6	7	6	6	5	6	4	
	6	6	6	7	6	6	4	7	7	6	6	7	4	6	6	6	6	4	6	
	5	5	6	6	5	6	7	6	7	6	4	4	5	6	5	7	3	4	6	
career	6	5	6	7	4	5	7	7	4	5	3	5	2	6	5	6	6	6	4	
	3	6	6	6	5	5	6	7	6	8	1	6	6	1	8	3	8	5	7	
	3	6	5	6	6	5	5	6	6	8	5	2	6	1	8	3	4	5	8	
	4	3	6	5	6	5	5	6	6	6	5	6	2	6	5	4	2	3	9	
	4	3	6	5	6	5	5	5	6	6	5	6	2	6	5	4	2	3	10	
	4	3	6	5	6	5	5	5	6	6	5	6	2	6	5	4	2	3	10	

Table 3

Variances

Recruitment	Retention	Job Satisfaction Factors
Mission	0.24	Info Tech. 0.57
Exec. Director	0.45	Prov. Feedback 0.64
Cont. Skill Dev.	0.59	Access to Comm. 0.71
Salary	0.94	Feel Respected 1.40
Flex. Work	1.13	Feel Appreciated 1.78
Career Advance.	1.20	Supervisor Support 1.98
Physical Facility	1.47	Reliance Vol/ PT labor 2.34
Immed. Supervisor	1.58	
Retirement Plan	1.83	
Healthcare Benefits	2.89	

October 24, 2011

Bruce Johnson
Executive Director
Central Minnesota Habitat for Humanity
777 Lincoln Avenue NE
St. Cloud, MN 56304

Dear Bruce,

My name is Michelle Redding and I am a graduate student in the Master of Arts in Leadership program at Augsburg College in Minneapolis. My advisor is Norma Noonan, Ph.D., a Professor in the Center for Leadership Studies Department. As you know, I am also an employee working as Development Director at Central Minnesota Habitat for Humanity.

I am inviting your organization to participate in a research study I am conducting about *Staff Retention in the Small Non-profit Organization*. I am inviting Central Minnesota Habitat for Humanity along with Big Brothers, Big Sisters of Central Minnesota because they are non-profit organizations in Central Minnesota that are roughly the same size in terms of annual operating support and staff numbers. In addition, I have chosen local non-profit organizations which are affiliates of national organizations.

If you agree to be in this study, I will ask you to provide me with your permission as executive director of Central Minnesota Habitat for Humanity so I may send an e-mail to the staff with a letter of introduction explaining the project and inviting them to voluntarily click on a link and complete a 34-item survey about staff recruitment, staff retention, and job satisfaction at their current place of employment. Each ranking section is followed by an optional comment question. A few questions are open-ended. It should take approximately 25 minutes to complete. Their consent is implied by clicking on the survey and completing the survey.

The survey will be administered through **Augsburg College's on-line survey tool** and therefore, there will not be identifiable information as it relates to survey collection. Any identifiable risks to participation would be in the open-ended question portions of the survey if a subject chooses to identify specific components of his or her job which would be identifiable by the specific kinds of tasks they perform at work. Participants will be reminded that if they answer the questions in a general manner, there is minimal risk of identifiable information to them specifically. To further assist in minimizing this risk, I will not use descriptive information which may reveal particular program information. There will not be any direct benefits in terms of rewards or incentives for participating in the study, however, there may be indirect benefits if Central Minnesota Habitat for Humanity or Big Brothers of Central Minnesota chooses to make use of the collective information and act upon it in order to improve staff recruitment, staff retention, and employee job satisfaction.

If you would like to preview the survey questions, I will make them available to you. Consent to participate in this study is completed by providing your signature at the bottom of the page and providing access to staff e-mail addresses so I may administer the survey. Your decision about whether or not to participate in this study will not affect your current or future relations with Big Brothers Big Sisters of Central Minnesota or Augsburg College. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

The records of this study will be kept confidential, unless required by law. The results of this study will be disseminated in a final paper and presented to the faculty and students in the Master of Arts in Leadership program at Augsburg College. The final paper will be placed in the Lindell Library. I will also provide you with a copy or portions of a copy of the final results of this paper for your use. You may keep this e-mail for your records. If you have any questions now or later, you may contact me at 320-260-6888 or redning@augsb.org. You may also contact my advisor at 612-330-1198 or noonan@augsb.org.

Thank you for your cooperation.

Sincerely,

Michelle A. Redding
(320) 260-6888
redning@augsb.org

Please complete the bottom portion of this letter and return it to me by October 28. Thank you.
Consent to participate in the *Staff Retention in the Small Non-profit Organization* Research Study

I have read the above information or have had it read to me. I have received answers to questions asked. I consent to participate in the study.

Subject Printed Name Bruce A. Johnson Date 10/24/11
Subject Signature _____

Investigator Printed Name Michelle A. Redding Date 10/24/11
Signature of Investigator Michelle A. Redding

I, or a staff member also agree to forward you staff e-mail addresses by October 28 for the purposes of participating in this study.

October 24, 2011

Jackie Johnson
Executive Director
Big Brothers, Big Sisters of Central Minnesota
15 Sixth Avenue North
St. Cloud, MN 56303

Dear Jackie,

My name is Michelle Redding and I am a graduate student in the Master of Arts in Leadership program at Augsburg College in Minneapolis. My advisor is Norma Noonan, Ph.D., a Professor in the Center for Leadership Studies Department. I am also a non-profit colleague as I am working as Development Director at Central Minnesota Habitat for Humanity.

I am inviting your organization to participate in a research study I am conducting about **Staff Retention in the Small Non-profit Organization**. I am inviting the Big Brothers, Big Sisters of Central Minnesota and Central Minnesota Habitat for Humanity because both are non-profit organizations in Central Minnesota that are roughly the same size in terms of annual operating support and staff numbers. In addition, I have chosen local non-profit organizations which are affiliates of national organizations. I have already received permission to participate in the study from Bruce Johnson, executive director, Central Minnesota Habitat for Humanity, bjohnson@cmhfh.org (320) 656-8890.

If you agree to be in this study, I will ask you to provide e-mail addresses for the staff members of Big Brothers, Big Sisters of Central Minnesota so I can send them an email with a letter of introduction explaining the project and inviting them to voluntarily click on a link and complete a 34-item survey about staff recruitment, staff retention, and job satisfaction at their current place of employment. Each ranking section is followed by an optional comment question. A few questions are open-ended. It should take approximately 25 minutes to complete. Their consent is implied by clicking on the survey and completing the survey.

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If you would like to preview the survey questions, I will make them available to you upon request. Consent to participate in this study is completed by providing your signature at the bottom of the page and providing staff e-mail addresses so I may administer the survey. Your decision about whether or not to participate in this study will not affect your current or future relations with Central Minnesota Habitat for Humanity or Augsburg College. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

The records of this study will be kept confidential, unless required by law. The results of this study will be disseminated in a final paper and presented to the faculty and students in the Master of Arts in Leadership program at Augsburg College. The final paper will be placed in the Lindell Library. I will also provide each participating organization with a copy of the paper, or applicable portions of the paper, for their use. You may keep this e-mail for your records. If you have any questions now or later, you may contact me at 320-260-6888 or redding@augsborg.edu. You may also contact my advisor at 612-330-1198 or noonan@augsborg.edu.

Thank you for your cooperation.

Sincerely,

Michelle A. Redding
(320) 260-6888
redding@augsborg.edu

Please complete the bottom portion of this letter and return it to me by October 28. Thank you.
Consent to participate in the *Staff Retention in the Small Non-profit Organization* Research Study

I have read the above information or have had it read to me. I have received answers to questions asked. I consent to participate in the study

Subject Printed Name Jackie Scholl Johnson

Subject Signature *Jackie S. Johnson* Date 10-24-11

Investigator Printed Name Michelle A. Redding
Signature of Investigator *Michelle A. Redding* Date 10-24-11

I, or a staff member also agree to forward you staff e-mail addresses by October 28 for the purposes of participating in this study.

AUGSBURG COLLEGE INSTITUTIONAL REVIEW BOARD APPLICATION

DO NOT attempt to complete this application without consulting the instructions located on the IRB website.
NEVER complete an application downloaded from a previous year.

1. PROJECT TITLE STAFF RETENTION IN SMALL NON-PROFIT ORGANIZATIONS

2. REVIEW CATEGORY

☐ Full review

☐ Expedited Review

☒ Exempt Review

. RESEARCH INVESTIGATOR INFORMATION

Principal Investigator: Michelle A. Redding
Address: 21782 53rd Avenue
Telephone number: 320-230-3101 or 320-260-6888
Campus Box:
Augsburg e-mail address: redding@augsborg.edu

Co-investigator(s) name:

☒ Not applicable

Are any of the co-investigators affiliated with a non-academic institution? ☐ Yes ☐ No

If yes, identify the co-investigator(s):

☐ I have submitted a signed Non-Academic Institution Affiliated Co-investigator Confidentiality Agreement

Institution:

Address:

Telephone number:

e-mail address:

Do you plan to use a research assistant(s) to collect or analyze data? ☐ Yes ☒ No

If yes, provide the research assistant's contact information

Name:

Telephone number:

Augsburg e-mail address:

☐ I have submitted a signed Research Assistant Confidentiality Agreement

If the principal investigator is a student

☐ Undergraduate Research

☒ Graduate Research

Indicate the degree program: Master of Arts in Leadership

Advisor's name: Dr. Norma Noonan

Address: 4439 Lakeshore Terrace, Eagan, MN 55122

Department: Master of Arts in Leadership

Telephone number: 612-330-1198 (office) or 651-686-0532 (home)

Augsburg e-mail address: noonan@augsborg.edu

4. FUNDING

- ☐ No external or internal funding for this project will be obtained
- ☐ Project will be submitted to the following external or internal funding agency:
- ☐ Project has been submitted to the following external or internal funding agency:
- Funding decision
- ☐ is pending
- ☐ has been awarded
- Agency-assigned grant number:
- ☒ Not applicable

5. OTHER NEEDED REVIEWS

Is this research subject to review by another internal committee of the College? ☐ Yes ☒ No

If yes, indicate the committee and the reason for the review:

Status of review

- ☐ Approved
- ☐ I have submitted a copy of the approval letter
- ☐ Submission pending
- ☐ Under review

If submission pending or under review explain why you needed to submit the Augsburg IRB application before approval was obtained:

Is this research subject to review by any other Institutional Review Board? ☐ Yes ☒ No

If yes, identify location of other IRB and the reason for the review:

Status of review

- ☐ Approved
- ☐ I have submitted a copy of the approval letter
- ☐ Submission pending
- ☐ Under review

If submission pending or under review explain why you needed to submit the Augsburg IRB application before approval was obtained:

Is this research subject to review by a committee at an agency/organization? ☐ Yes ☒ No

If yes, identify the agency/organization committee and the reason for the review:

Status of review

- ☐ Approved
- ☐ I have submitted a copy of the approval letter
- ☐ Submission pending
- ☐ Under review

If submission pending or under review explain why you needed to submit the Augsburg IRB application before approval was obtained:

1. RESEARCH QUESTION/HYPOTHESIS AND PURPOSE

Describe your research question/hypothesis in lay language, provide the justification for the research, and how it fits with previous research in the field:

Non-profit organizations comprise a growing and significant sector of the U.S. economy. At the end of the first decade of the twenty-first century, the non-profit sector accounts for approximately 5% of gross domestic product (GDP), 8% of wages and salaries, and 10% of employment (Wing, Pollak, Blackwood, & Lampkin, 2008). The growing numbers of non-profit organizations and the sector significance call for the importance of attention paid to their performance and management. But measuring the performance of non-profits can be a difficult because unlike the for-profit organization, which is ultimately measuring profit, the non-profit organization is measuring mission effectiveness which can be more of an elusive term. Performance depends upon what you are measuring. The management of non-profit organizations is a complex undertaking given the multitude of stakeholders involved from board of directors to both public and private funders comprised of government, foundations, corporations and individual donors, to volunteers, clients, staff, and the community-at-large representing tax payers.

Regardless of the multitude of funding sources non-profit organizations rely on the dedicated work of their employees to achieve their missions. I have come to recognize that employee turn-over in a non-profit organization can have detrimental effects on the organization's ability to grow and develop. In the small non-profit organization, that problem can be exacerbated because the organization is so reliant on a relatively small number of employees. If that employee pool continues to turn over, I believe it can have a devastating impact on the organization's overall capacity and development. I have been working for Central Minnesota Habitat for Humanity for one year as Development Director. I have become surprised by the volume of staff turnover in the organization's 21-year history. I believe staff turnover has contributed to the weakness of the organization's overall organizational development and capacity. I am investigating how to retain and develop a staff in the small non-profit organization. For the purposes of this study, small will be defined as operating expenses less than \$3 million and a staff total fewer than 15 people. The problem I want to solve is how to retain staff in a small, non-profit organization by determining first, what attracted them to work at the non-profit in the first place, second, what aspects of job satisfaction are important to the staff who work there currently, and third, what are the elements of job satisfaction. Once I am able to determine what matters most, I can then focus on what non-profits might do to remedy the situation of staff turn-over given the scarcity of resources.

Much of the literature on non-profit organizations focus on characteristics of leaders as it relates to staff retention. My research will examine a broader spectrum of factors and will look at employee perceived priorities at recruitment and then compare those same priorities during employment. Most small non-profits do not have a dedicated human resource staff member, and therefore, many of the human resource standard practices are missing, ill-conceived, or out-dated. Further, because there is an assumption that what matters most to employees is mission and core values, many of the elements inherent in strategic human resource practice are, by design, largely ignored or taken for granted. I happen to agree with the assumption that non-profit employees are most interested in the greater good and in mission-core values alignment as compared to for-profit employees. I surmise that it is the mission and core values alignment that initially draws employees to the organization in the first place. However, if, over time attention is not paid to key aspects of strategic human resource management, the employee will begin to lose the mission-core values connection and begin to look elsewhere for it--usually another non-profit organization which promises that value connection. My hypothesis is that if more attention is paid to key areas of human resource management, including both intrinsic and extrinsic variables, the employee will feel valued and this will result in greater staff retention. I realize this is especially critical for the small non-profit organization to know where to focus its resources. Therefore, this research will seek to uncover key areas where non-profit organizations can begin to focus their limited resources for the purposes of staff retention and ultimately, organizational development.

7. METHODOLOGY

This section is about the methodology you will be using in your study

☐ My methodology involves analyzing existing data, records, or specimens.

Explain the source and its location:

☐ I have submitted an approval letter granting me access to the source

If sole method, skip to question #15)

☐ My methodology involves observation of public behavior

Describe who will be observed, what behavior is being observed, and where the observations will occur:

If sole method, skip to question #15)

Describe in detail your methodology including information about potential subjects, procedures used to collect data, and the time commitment required to participate:

Indicate the maximum number of subjects who may participate in your study:

Is the research conducted in an educational setting? ☐ Yes ☐ No

If yes, is the research conducted during class time? ☐ Yes ☐ No

If no, indicate where and when the research will be conducted:

If yes, describe in detail the activity for non-subjects and indicate who will be supervising them:

Is there any part of the study that all students will need to do even if they chose not participate in the study? ☐ Yes ☐ No

If yes, explain the specifics and the accommodations for the students who choose not to participate in the study:

If needed, provide additional information relevant to your methodology:

. MATERIALS

will be using the following tools to record data

- ☐ Audio recording
- ☐ Video recording
- ☐ Written notes
- ☒ Computers
- ☐ Paper and pencil measures
- ☐ Photographs
- ☐ Drawings
- ☐ Other, specify:

☐ My research methodology utilizes interviews/focus groups

- ☐ I have submitted the initial interview questions with the understanding that additional questions may be asked based on subject responses to these initial questions

☒ My research methodology utilizes a survey

- ☒ I have submitted a copy of the survey(s)

Did you create the survey(s)? ☒ Yes ☐ No

If no, do you have permission to use the survey(s)? ☐ Yes ☐ No

☐ If yes, I have submitted the approval letter giving me permission to use the survey

If no, explain why approval is not needed:

☐ My research methodology is experimental

- ☐ I have submitted a copy of all experimental tests/response sheets/dependent measures, etc.

needed, provide additional information relevant to your materials:

SUBJECT DESCRIPTION AND IDENTIFICATION

Check any of the special populations you are targeting in your study

- ☐ Minors (under age 18)
- ☐ College students
- ☐ Pregnant women
- ☐ HIV/AIDS patients
- ☐ Economically disadvantaged
- ☐ Educationally disadvantaged
- ☐ Hospital patients or outpatients
- ☐ Elderly/aged persons (over age 65)
- ☐ Minority groups
- ☐ Hospital inpatients or outpatients
- ☐ Prisoners
- ☐ Cognitively impaired persons
- ☐ Non-English speakers
- ☐ Other special characteristics, specify:

Provide your rationale for purposefully targeting any of the above populations:

anticipate a sample of gender, race, or ethnicity that is not proportionate to the general population ☒ Yes ☐ No

If yes, explain why: This research group is actual staff from two small human service organizations that may not be proportionate to the general population.

Is this research being conducted with the cooperation of an agency/organization(s) ☒ Yes ☐ No

If yes, answer the following questions:

Identify the agency/organization(s): Central Minnesota Habitat for Humanity and Big Brothers, Big Sisters of Central Minnesota

I am identifying potential subjects based on private records "owned" by the agency/organization(s) ☐ Yes ☒ No
☐ If, yes I have submitted the approval letter(s) specifically granting me access to the private records

Describe the nature of the relationship(s) between the cooperating agency/organization and the primary investigator and/or co-investigator (if relevant), and/or research assistant (if relevant): I am currently employed as a staff member of Central Minnesota Habitat for Humanity. I work in the same community as Big Brothers, Big Sisters, of Central Minnesota, but I am not directly connected to them.

Does the primary investigator, co-investigator (if relevant), or research assistant (if relevant) have a relationship with potential subjects? ☒ Yes ☐ No

If yes, describe the relationship(s): I am a fellow staff member of employees working at Central Minnesota Habitat for Humanity. I used to work with the Executive Director of Big Brothers, Big Sisters of Central Minnesota at a different, and much larger organization in Central Minnesota, Catholic Charities of the Diocese of Saint Cloud, as recently as three years ago. We were not close because we did not work closely together, but we are certainly familiar with one another.

Could the relationship(s) be considered particularly close? ☒ Yes ☐ No

Explain your answer and if the answer was yes, describe the steps taken to mitigate possible coercion: My relationships with the executive director, direct report, and peers could be construed as close since we are a small staff working together. I will make every effort to remain unbiased in my study and interpretation of findings. To help with this, I am sending electronic surveys that will be anonymous and will be held confidentially.

If needed, provide additional information relevant to subject description and identification:

0. RECRUITMENT

Check the relevant recruitment methods/data collection relationships

- ☒ Data collection will commence immediately after recruitment
☐ Data collection will occur at a later point in time after recruitment

Check all the methods by which subjects will be recruited

☐ Potential subjects will be recruited via

- ☒ e-mail
☐ postal mail letter
☐ hand-delivered letter
☐ telephone

Information about how you will obtain potential subjects' contact information

- ☒ I will recruit subjects for whom I personally possess their contact information
 Describe how/why you personally have access to potential subjects: I already possess the contact information for the employees of Central Minnesota Habitat for Humanity.

- ☒ I will contact an agency/organization(s) to obtain the contact information for potential subjects who meet the criteria for inclusion in the study
 Identify the names (including title) of your contacts, describe how/why they have access to the contact information for potential subjects: Jackie Johnson, executive director, Big Brothers, Big Sisters of Central Minnesota, has the contact information for the staff of her agency.
☒ I have submitted the approval letter(s) from the cooperating agency/organization specifically granting me access to the contact information

- ☐ I will contact agencies/organizations and ask them to recruit potential subjects who meet the criteria for inclusion in the study
 Describe how you will identify potential recruiters, how/why they have access to potential subjects, and how you will contact them to ask them to recruit potential subjects and provide them with the recruitment information:

- ☐ I will contact people for whom I personally possess the contact information and ask them to recruit potential subjects who meet the criteria for inclusion in the study
 Describe how/why the potential recruiters have access to potential subjects, and how will contact them to ask them to recruit potential subjects and provide them with the recruitment information:

- ☐ I will ask subjects to recruit other potential subjects who meet the criteria for inclusion in the study
 Describe how/why the subjects have access to other potential subjects, and how you will contact them to ask them to recruit potential subjects and provide them with recruitment information:

- ☒ I have submitted an exact copy the recruitment e-mail, recruitment letter, or script for the telephone recruitment and, if relevant, the contact communication with potential recruiters

☐ Potential subjects will be recruited in person

Recruitment will occur at

- ☐ place of employment
☐ school
☐ other location

Identify the exact location, describe the context in which the recruitment will be made, and indicate who will be doing the recruitment:

- ☐ I have submitted the approval letter(s) from the cooperating agency/organization(s) specifically giving me permission to recruit subjects in the context listed above

☐ I have submitted an exact copy of verbal script that will be used to recruit subjects

☐ Potential subjects will be recruited via some type of posting

Describe the specific type of posting(s):

- ☐ I have submitted an exact copy of the recruitment posting(s)

☐ Potential subjects will be recruited by another method of recruitment, explain:

needed, provide additional information relevant to recruitment:

1. RISK/BENEFIT RATIO

Benefits

Indirect benefits: Subject will receive a reward/incentive for participating in the study ☐ Yes ☐ No

If yes, is at least one of the direct benefits, course credit or extra credit? ☐ Yes ☐ No

If no, describe the proposed incentive/reward and justify how the proposed incentive/reward is not coercive:

If yes, identify the course(s):

☐ Departmental approval allowing course credit or extra credit for this course is on file with the IRB

Indirect benefits: Indicate the potential benefits to science or society, in general, or to the course objectives (if the direct benefit is course credit), as a result of participating in this research:

Risks:

Check all the risks associated with participating in your study

☐ Use of private records (medical, agency, or educational)

Describe how the risk is involved in your study:

☒ Possible invasion of privacy of subject or family

Describe how the risk is involved in your study: Employees will be asked to rank what is important to them in terms of staff recruitment, staff retention and job satisfaction. There will be opportunities to write in comments if they so choose. It is possible that writing a comment could risk their privacy. I will make every effort to use prudent judgment so I do not unnecessarily identify an individual by revealing a comment that has been expressed.

☒ Probing for personal or sensitive information in surveys or interviews

Describe how the risk is involved in your study: It could be construed that questions about staff recruitment, staff retention and job satisfaction is sensitive information. Therefore, if an employee does not wish to participate in the study, he or she can elect not to participate without any penalties or violation of anonymity.

☒ Social or economic risk

Describe how the risk is involved in your study: Because these survey questions and answers are about employees' current employment, it could be construed that there is social or economic risk to their participating if their employer does not agree with the results. I will make every effort to present all findings, including comments, in an anonymous manner and will be careful not to include portions of comments which might identify an individual.

☐ Use of methodology or materials that might induce psychological stress

Describe how the risk is involved in your study:

☒ Inability to guarantee anonymity due to small sample size

Describe how the risk is involved in your study: Again, surveys will be handled anonymously by computer survey, but there will be optional open-ended questions for comments. Because of the small staff sizes, there is an inherent risk of identification due to the small sample size. I will make every effort to be careful not to include language from open-ended questions which might identify a particular individual.

☐ Use of deception (including the inability to reveal the true purpose of the research) as part of the experimental method

Describe how the risk is involved in your study:

Describe the "debriefing procedure":

☐ Other potential risks, specify:

Describe how the risk is involved in your study:

☐ Research does not involve any risk to subjects

Justify why your study does not involve any risk:

Explain how the potential risks to subjects are reasonable in relation to the anticipated benefits:

If needed, provide additional information about the risk/benefit ratio:

2. PROTECTION PROCEDURES

required precautions (check each one)

- ☒ Subjects may withdraw from the study at any time
- ☒ Subjects may skip questions or specific tasks

his study potentially could cause distress in the subject ☐ Yes ☒ No

If yes, provide referral information:

the final report

I will include information that will allow a subject to be identified ☐ Yes ☒ No

☐ If yes, explain the reason for wanting to identify the subjects:

I will be using direct quotes ☒ Yes ☐ No

☒ If yes, I will use pseudonyms when discussing the person being quoted

describe other precautions to protect against risks that are specific to your study:

needed, provide additional information relevant to the protection procedures:

3. INFORMED CONSENT PROCESS

multiple types of subjects will be recruited for the study ☐ Yes ☒ No

If yes, identify the types of subjects:

am expecting subjects to participate in every phase of the study ☒ Yes ☐ No

If yes, indicate the criteria for inclusion in the study:

If no, indicate the criteria for inclusion in each phase of the study:

answer the following questions if your subjects include minors (under the age of 18) or those who are cognitively impaired

☒ Not applicable

The subjects are capable of understanding a subject consent form ☐ Yes ☐ No

Justify your answer:

☐ If yes, I have submitted a parent/guardian consent form

☐ If no, I have submitted an assent form AND a parent/guardian consent form

Describe the process for obtaining parental/guardian consent and subject assent, including when and where each will occur and who will be obtaining assent:

Is the age range such that some of the subjects also could be over age 18 (e.g., late teen years) ☐ Yes ☐ No

☐ If yes, I have submitted a subject consent form for those over 18 and a parental/guardian consent form for those under 18

☐ All subjects are minors so I am skipping the questions related to the timing of consent

Timing of consent (for subjects over the age of 18)

☐ Recruitment and consent will occur at the same time

☒ I am using a survey delivery method in which the researcher has no direct contact with the subject

I am using an on-line survey ☒ Yes ☐ No

☒ If yes, I have submitted a copy of the recruitment/consent e-mail(s)

☐ If no, I have submitted a copy of the recruitment/consent letter(s)

☒ Consent will be obtained immediately prior to the collection of data

☐ Subject is physically present

☐ I have submitted a copy of the subject consent form(s)

☐ Subject is present via phone or skype

Describe the process for obtaining and tracking consent:

Verbal description of the research and elements of consent:

I will read the subject consent form to subjects ☐ Yes ☐ No

If no, provide the script(s) you will use to describe the research:

Questions asked to assess the subject's understanding of the study's risks and the tasks the subjects are being asked to do

☒ There is no contact with the subject so no questions will be asked

☐ There is contact with the subject

Required questions (check each one)

☒ Do you understand that you are free to withdraw from this study at any time?

☒ Do you understand that you may skip any questions or tasks?

☒ Do you have any questions about what you are being asked to do?

If relevant, provide the age-appropriate or ability-appropriate versions of the above questions:

List other questions that relate to your methodology or specific risks associated with your study about which subject understanding should be assessed:

needed, provide additional information relevant to the informed content process:

While there is no direct contact with the survey subjects, the survey subjects will receive an email with a link to the anonymous survey. They will be informed of the volunteer nature of the study, ability to withdraw, skip questions, or ask questions of their executive director if they would like more information. They will also be informed that their consent to take the survey will be implied by their choosing to click on the link, take the survey, and submit the survey.

4. STUDIES INVOLVING NON-ENGLISH SPEAKING SUBJECTS

Answer the following questions if you are including non-English speaking subjects in your study
☐ Not applicable

Does the information delivered during the study (including the consent/recruitment process) or received (subject responses) require VERBAL translation into a language other than English? ☐ Yes ☐ No

If yes, is the primary or co-investigator serving as the translator? ☐ Yes ☐ No

If yes, describe their qualifications to serve as the translator:

If no, identify the person and describe their qualifications to be a translator:

☐ I have submitted a signed Translator Confidentiality Agreement

Do the materials (including recruitment/consent/study) require translation into a language other than English? ☐ Yes ☐ No

If yes, is the primary or co-investigator doing the translation? ☐ Yes ☐ No

If yes, describe their qualifications to do the translation:

If no, identify the person doing the translation and describe their qualifications to do the translation:

☐ I have submitted translated versions of all documents

☐ I verify that the translated versions of all documents are a complete translation of the document(s) provided to the IRB in English, and they do not contain information that is not presented within the context of the English version(s)

Does the raw data require translation into English? ☐ Yes ☐ No

If yes, is the primary or co-investigator doing the translation? ☐ Yes ☐ No

If yes, describe their qualifications to do the translation:

If no, identify the person and describe their qualifications to do the translation:

☐ I have submitted a signed Translator Confidentiality Agreement

If needed, provide additional information relevant to non-English speaking subjects:

5. CONFIDENTIALITY

In addition to the primary investigator, co-investigator (if relevant), and research assistant (if relevant), the following individuals will have access to the raw data

- ☒ Academic Advisor
☐ Other

Identify the individual(s), including title and cooperating agency (if relevant) :

Does raw data include identifying information? ☐ Yes ☒ No
☐ If no, the data will be kept for a minimum of three years

If yes, answer the following questions

Data will be kept in:

- ☐ a locked file
☐ password protected computer, database, or digital storage system

Is the computer/database/digital storage system located at a cooperating agency/organization? ☐ Yes ☒ No

If yes, identify the cooperating agency/organization:

Will the data be part of a subject's chart, student file, or other permanent record? ☐ Yes ☒ No

If yes, explain:

My raw data includes audio or video recordings ☐ Yes ☒ No

If yes, will the recordings be transcribed? ☐ Yes ☐ No

If yes, answer the following questions

Who will be doing the transcription?

- ☐ Primary investigator or co-investigator
☐ Research assistant
☐ Other person

Identify the person:

☐ I have submitted a signed transcriptionist confidentiality agreement

The recordings will be destroyed/erased immediately after transcription. ☐ Yes ☐ No

If no, explain why not and provide the date for their destruction (minimum of 3 years):

Provide the level of destruction/erasure of the recordings (regardless of when it occurs):

Destruction of raw data containing identifying information (other than recordings)

I plan to keep the raw data indefinitely ☐ Yes ☒ No

If yes, provide the date by which all identifying will be removed (no longer than 3 years):

If no, provide the date by which the raw data will be destroyed (minimum of 3 years): November 2014

☐ I am using secondary data and therefore do not have the right to destroy the data

How will the final report be disseminated in the following ways

- ☐ Possible publication in scholarly/professional journals
☐ Possible publication in a book
☒ Possible presentation at local, regional, national or international conferences via a poster or oral presentation
☐ Subjects
☐ External funding agency
☒ Cooperating agency/organization

Identify the agency/organization and provide the name (with title) to whom the report will be given and in what form:

☐ Other means of dissemination, describe:

For Graduate Research only

- ☒ Paper to Faculty for completion of degree requirements
☒ Oral presentation to Faculty for completion of degree requirements
☒ Lindell Library

For Undergraduate Research only

- ☐ URGO presentation and paper
☐ McNair presentation and paper
☐ LSAMP presentation and paper

- ☐ Paper to Faculty for Departmental Honors
- ☐ Presentation to Faculty for Departmental honors

eeded, provide additional information relevant to confidentiality:

Recruitment Letter

Dear Non-profit Colleague,

My name is Michelle Redding and I am a graduate student in the Master of Arts in Leadership program at Augsburg College in Minneapolis. My advisor is Norma Noonan, Ph.D., a Professor in the Center for Leadership Studies Department. I am also working as Development Director at Central Minnesota Habitat for Humanity.

You are invited to participate in a research study I am conducting about staff retention in the small non-profit organization. My research study is to examine Central Minnesota Habitat for Humanity and Big Brothers Big Sisters of Central Minnesota because they are non-profit organizations in Central Minnesota that are roughly the same size in terms of annual operating support and staff numbers. In addition, I have chosen local non-profit organizations which are affiliates of national organizations. You were selected as a possible subject because you are a staff member of one of those organizations and I have received permission to do so from the participating organizations' executive directors: Bruce Johnson and Jackie Johnson. Please read this entire e-mail before completing this survey. If you have any questions now or later, you may contact me at 320-260-6888 or redding.michelle@gmail.com. You may also contact my advisor at 612-330-1198 or noonan@augsborg.edu.

If you agree to be in this study, I will ask you to click on the link below and complete an 34-item survey about staff recruitment, staff retention, and job satisfaction at your current place of employment. Each ranking question is followed by an optional comment question. A few questions are open-ended. It should take approximately 25 minutes to complete.

The survey will be administered through Augsburg College's on-line survey tool and therefore, there will not be identifiable information as it relates to survey collection. Any identifiable risks to participation would be in the open-ended question portions of the survey if you choose to identify specific components of your job which would be identifiable by the specific kinds of tasks you perform at your work. If you answer the questions in a general manner, there is minimal risk of identifiable information to you specifically. To further assist in minimizing this risk, I will not use descriptive information which may reveal particular program information. There will not be any direct benefits in terms of rewards or incentives for participating in the study, however, there may be indirect benefits if Central Minnesota Habitat for Humanity or Big Brothers Big Sisters of Central Minnesota chooses to make use of collective information and act upon it in order to improve staff recruitment, staff retention, and employee job satisfaction.

Augsburg College
Lindell Library
Minneapolis, MN 55454